

**ENHANCING STUDENTS' VOCABULARY MASTERY USING
WORDWALL.NET
(A Classroom Action Research at the Eight Grade Students of MTs N 2
Surakarta in the Academic Year 2023/2024)**

Thesis

Submitted as A Partial Fulfillment of the Requirements
for the Degree of Sarjana



Submitted by :

SHOFAWI ABDUL MANAN

SRN. 196121170

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
CULTURE AND LANGUAGE FACULTY
RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA**

2023

ADVISORS'S SHEET

Subject : Thesis of Shofawi Abdul Manan

SRN : 196121170

To:

The Dean of

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu'alaikum warahmatullahi wabarakaatuh

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Shofawi Abdul Manan

SRN : 196121170

Title : Enhancing Students' Vocabulary Mastery Using Wordwall.net (A Classroom Action Research at the Eight Grade Students of MTs N 2 Surakarta in the Academic Year 2023/2024)

has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor's Degree in English Language Education.

Thank you for the attention.

Wassalamu'alaikum warahmatullahi wabarakaatuh

Sukoharjo, 24 November 2023

Advisor,



Atin Kurniawati, S.Pd., M. A.

NIP. 19910104 202012 2 018

RATIFICATION

This is to certify the *Sarjana* thesis entitled “**Enhancing Students’ Vocabulary Mastery Using Wordwall.net (A Classroom Action Research at the Eight Grade Students of MTs N 2 Surakarta in the Academic Year 2023/2024)**” by Shofawi Abdul Manan has been approved by the Board of Thesis Examiners as the requirement for the degree of Sarjana in English Language Education.


Chairman : Fitri Ana Ika Dewi, M.Hum

NIP. 19900225 201701 2 126

()

Secretary : Atin Kurniawati, S.Pd., M. A.

NIP. 19910104 202012 2 018

()

Main : Dr. H. Zainal Arifin, S.Pd., M.Pd.

Examiner

NIP. 19730820 200312 1 003

()

Surakarta, 5 Desember 2023

Approved by

Dean Faculty of Cultures and Languages



()

Prof. Dr. Imam Makruf, S.Ag., M.Pd.

NIP. 19710801 199903 1 003

DEDICATION

This thesis is dedicated to:

1. My beloved parents Mr. Mohammad Bisri Rofi'I, S.H. and Mrs. Fitriyah Ermawati always give supports, love, pray and encouragement.
2. My beloved brother Muhammad Faiz Fidaroin, Afi Faqihan Aladdin, S.Sos., Muhammad Misbachul Fu'adi, Ahmad Fatchudin Haris and sister Bariklana Fi'aisyina Maryam for help, support, sharing the laughter and love for most of the time of my life.
3. My advisor Mrs. Atin Kurniawati, S.Pd., M. A.
4. My beloved best friend Oktavian Bugar Pambudi, Ardi Sekti Awan, Nabil Zulfikri, Ilham Nugroho and Alm. Habib Salim As Sajad
5. My beloved friends in PBI E 2019
6. My Almamater

MOTTO

*“Ombak itu tidak besar cuman kapal kita aja yang kecil, ujian Allah itu
tidaklah berat cuman iman kita aja yang lemah.”*

“They can because they sure can.” – Napoleon Hill

PRONOUNCEMENT

Name : Shofawi Abdul Manan
SRN : 196121170
Study Program : English Language Education
Faculty : Cultures and Languages

I hereby sincerely state that the thesis titled “Enhancing Students’ Vocabulary Mastery Using Wordwall.net (A Classroom Action Research at the Eight Grade Students of MTs N 2 Surakarta in the Academic Year 2023/2024)” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 5 December 2023

Stated by,



Shofawi Abdul Manan

SRN. 196121170

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled Enhancing Students' Vocabulary Mastery Using Wordwall.net (A Classroom Action Research at the Eight Grade Students of MTs N 2 Surakarta in the Academic Year 2023/2024). Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. Toto Suharto, S.Ag., M.Ag., as the Rector of the Raden Mas Said State Islamic University of Surakarta
2. Prof. Dr. Imam Makruf, S.Ag., M.Pd., as the Dean of The Faculty of Cultures of Languages.
3. Dr. Hj. Fithriyah Nurul Hidayati, M.Pd., as the coordinator of English Language Education Study Program.
4. Atin Kurniawati, S.Pd., M.A., as the Advisor who has given guidance, deep attentions, helps, advices, and corrections to revise the mistakes during the entire process of writing this thesis.
5. H. Zainal Arifin, S.Pd., M.Pd., has given his time to be the Main Examiner.
6. Fitri Ana Ika Dewi, M.Hum., has given her time to be the Chairman.

7. Puput Arianto, M.Pd., as the Academic Advisor.
8. All lecturers of the English Language Education Study Program, for all knowledge and advice that was given to the researcher.
9. The Headmaster of MTs N 2 Surakarta, Mr. H. Syammuji, S.Pd., M.Pd. for the permission to conduct research in the school
10. The English Teacher 8A3, Mrs. Siti Rofi'ah, S.Ag., M.Pd. for the permission to conduct research in class 8A3 and helping during research
11. The researcher's beloved parents, Mr. Mohammad Bisri Rofi'I, S.H. and Mrs. Fitriyah Ermawati for uncountable endless love, support, pray, and everything that they give to the researcher.
12. Everyone who has helped the researcher to conduct the research and write this thesis who cannot mentioned one by one.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 5 December 2023

The Researcher



Shofawi Abdul Manan

TABLE OF CONTENT

TITLE PAGE	i
ADVISORS'S SHEET	ii
RATIFICATION.....	iii
DEDICATION.....	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENT.....	ix
ABSTRACT.....	xi
LIST OF FIGURE	xii
LIST OF TABLE	xiii
LIST OF APPENDIX	xiv
CHAPTER 1: INTRODUCTION.....	1
A. Background of the Study.....	1
B. Identification of Problem.....	6
C. Limitation of the Problem	6
D. Research Problem	7
E. The Objective of the Research	7
F. The Benefit of the Research	7
G. The Definition Key of Terms.....	8
CHAPTER II: THEORITICAL REVIEW	10
A. Vocabulary.....	10
1. Definition of Vocabulary	10
2. Kind of Vocabulary.....	11
3. Aspect of Vocabulary.....	16
4. Importance of Vocabulary	17
5. Vocabulary Mastery	19
B. Wordwall.net	21
1. Definition of Wordwall.net.....	21
2. The Use of Wordwall.net in Vocabulary Learning.....	24
3. Advantage and Disadvantage of Wordwall.net.....	25

C.	English Learning Material for the Eight Grade.....	26
1.	Greeting Card.....	26
D.	Previous Studies	28
E.	Rationale	32
F.	Action Hypothesis	33
CHAPTER III:	RESEARCH METHODOLOGY	35
A.	Research Design	35
B.	Research Settings	36
C.	Subject and Objects of the Research.....	37
D.	Action Plan.....	38
E.	Technique of Collecting Data	40
F.	Research Instruments	42
G.	Technique of Analyzing Data.....	43
H.	The Trustworthiness of the Data	45
I.	Indicators of Success	47
CHAPTER IV:	RESEARCH FINDINGS AND DISCUSSIONS	49
A.	Research Findings	49
1.	The Result of Pre-Cycle Test.....	49
2.	Research Implementation.....	52
B.	Discussion.....	80
CHAPTER V:	CONCLUSIONS AND SUGGESTIONS	86
BIBLIOGRAPHY	89
APPENDICES	92

ABSTRACT

Manan, Shofawi Abdul. 2023. *Enhancing Students' Vocabulary Mastery Using Wordwall.net (A Classroom Action Research at the Eight Grade Students of MTs N 2 Surakarta in the Academic Year 2023/2024)*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages, Raden Mas Said State Islamic University of Surakarta.

Advisor : Atin Kurniawati, S.Pd. M.A.

Keywords: *Wordwall.net, Vocabulary mastery, Classroom Action Research*

This research is about improving students' vocabulary mastery using wordwall.net at the eighth grade students of MTs N 2 Surakarta in the academic year 2023/2024. The purpose of this research was to find out whether the use of wordwall.net can improve the students' vocabulary mastery at the eight grade students of MTs N 2 Surakarta in the academic year 2023/2024.

The researcher used classroom action research based on Kemmis and McTaggart's (1999) models by using both qualitative and quantitative methods. This research is addressed in two cycles, where each cycle consists of four stages: planning, acting, observing, and reflecting. The subjects of this research were the students of class 8A3 which consists of 28 students. The data was collected by using observation, tests, and interviews. The instruments were test, observation sheet, and interview guideline. The technique of analyzing data that the researcher used for qualitative data were data condensation, data display, and drawing conclusion. And the researcher used Sudjono's (2014) formula to analyzing quantitative data. The researcher collaborated with the English teacher of class 8A3 to validate the data.

The result of this research showed that the students' vocabulary mastery at the eight grade students of MTs N 2 Surakarta improved through wordwall.net. There has been a lot of progress in vocabulary learning using wordwall.net. It is proven by the results of some data used in this research; observation fieldnotes, students test scores, and interview transcript. The students' scores from pre-test to the post-test 2 showed a good improvement. Student's achievements mean score in the pre-test was 60.4, in the post-test 1 was 70 and in the post-test 2 was 81,4. The researcher calculated the percentage of students score classes that reached minimum score criteria and there were 24 students or 85,7% who scored above the minimum criteria. Meanwhile, there were 4 students who scored below the criteria. This is because wordwall.net facilitated students to enjoy learning by playing online games on their own devices and gave the students a chance to overcome their boredom. It showed that there was a significant improvement in students' vocabulary mastery. So, it can be concluded that wordwall.net can improve vocabulary mastery in class 8A3. Therefore, wordwall.net can be used as an alternative media in an effort to increase students' vocabulary mastery.

LIST OF FIGURE

Figure 2. 1 Screenshot of Wordwall.net’s Home	21
Figure 2. 2 Screenshot of pick templates	23
Figure 2. 3 Screenshot of enter content.....	23
Figure 2. 4 Screenshot of game.....	23
Figure 3. 1 The Model of Action Research by Kemmis and McTaggart.....	38
Figure 4. 1 The Implementation of Wordwall.net.....	55
Figure 4. 2 The Wordwall.net game	55
Figure 4. 3 The Wordwall.net game	56
Figure 4. 4 The Wordwall.net game	58
Figure 4. 5 The Students worked on post-test 1	58
Figure 4. 6 The Wordwall.net game	67
Figure 4. 7 The Wordwall.net game	67
Figure 4. 8 The students worked on wordwall.net themselves on their smartphones.	69
Figure 4. 9 The Wordwall.net game worked on by students	69
Figure 4. 10 The Students make a greeting card.....	70
Figure 4. 11 The Students worked on post-test 2.....	71

LIST OF TABLE

Table 2.1 The Similarity and Differences Previous Study.....	29
Table 3.1 Time of Research	37
Table 3.2 The Form of Observation Sheet (Adapted from Asrul, 2013)	41
Table 4.1 The Result of Students Pre-Test.....	50
Table 4.2 The Result of Students Post-Test 1	59
Table 4.3 The Results of The Observation in The First Cycle (Adapted from Asrul, 2013)	61
Table 4.4 The Results of Students' Vocabulary Mastery Tests (Pre-Tests, Post-Tests 1, Post-Tests 2).....	72
Table 4.5 Result Students' Score on Pre-Test, Post-Test 1 and Post-Test 2.....	73
Table 4.6 The Results of The Observation in The Second Cycle (Adapted from Asrul, 2013)	75

LIST OF APPENDIX

Appendix 1: Interview Result	93
Appendix 2: Lesson Plan	99
Appendix 3: Instrument of Test and Answer Key	121
Appendix 4: Students score	138
Appendix 5: Sample of students worksheet.....	144
Appendix 6: Photographs of Students' Activity	147
Appendix 7: Certificate of Conducting Research	148

CHAPTER 1

INTRODUCTION

A. Background of the Study

Vocabulary is the most important component compared to other components, namely grammar and pronunciation so that it must be mastered by students, because the more vocabulary mastered the easier it is for students to understand speech or writing. Conversely, the less vocabulary that is mastered will make it difficult for students to understand the words or writings of other people both orally and in writing. In addition, having a lot of vocabulary will make it easier to learn skills in English, namely listening, reading, writing and speaking. According to Anggraini (2018), in learning English the component that must be learned by students is vocabulary. Everyone, whether children to adults or vice versa, speaks using vocabulary, listens to vocabularies, read vocabularies and remember vocabularies.

One word of vocabularies can have several meanings. For example, we can see when we look up the meaning of a word in the dictionary, the dictionary gives several meanings of the word. We have to choose the right words that we will use, both orally and in writing. Vocabulary is a group of words arranged alphabetically and defined, explained or translated into a range of languages. We may not be able to know all the meanings of vocabulary because our first language is not English. However, understanding that a word can have one or two meanings is a must for

students. According to Lidiasari, et al (2017) one of the materials that must be mastered first by students in learning English is vocabulary.

Understanding vocabulary is generally regarded as the foundation of the process of learning a language or developing one's abilities in the language one has mastered. Anuthama (2010) learning vocabulary is more than learning individual words. Many adults believe that developing one's vocabulary is an enjoyable and educational activity, and new terms are frequently taught to students as part of specific disciplines. The development of the four English skills will be supported automatically if a student has a sufficient vocabulary of English and their teachers are aware of efficient methods or strategies for teaching vocabulary.

The task of a teacher in teaching English to improve students' vocabulary mastery is to present teaching that is precise, clear, interesting, and efficient. This is done by looking for a variety of learning media so that students are more interested and enthusiastic in learning English. But because students are now going through online learning and technology is growing every day, students are becoming more interested in things that related to technology. During the pandemic, elements of Education racked their brains using technology such as smartphones, applications, and the internet so that learning continued even though it was done online.

Therefore, to assist students in mastering vocabularies, teachers must combine learning strategies with the development of student interests. Concepts related to teaching strategies for vocabularies and high technology are included in web-based learning. Web-based learning is a distance learning process that uses

the web as its main medium (McKimm et al., 2003, p. 870). There are several web tools that can be used as English learning media, such as Padlet, Quizziz, Kahoot or others, but there is one web tool that is suitable for use, namely Wordwall.net.

Wordwall.net is a web-based learning with the concept of educational games. Wordwall.net provides many types of games that can be played to increase student vocabulary. With this website, besides being able to make their own games with the templates provided, teachers can also use other teacher's games. (Cil, 2021, p.22). Wordwall.net implies the same activities as word wall media, for example picture matching, words grouping and information matching. The difference is that word wall media as a traditional strategy uses class equipment, while wordwall.net as a web tool uses technology (Wells & Narkon, 2012). Many researchers have researched word wall media, they found that word wall media was successful in increasing students' vocabulary mastery.

Based on the pre-observation conducted on September 6, 2023, the researcher found that the teacher used vocabulary card media which only contained vocabulary for brainstorming activities when studying vocabulary in the material to be studied. Based on interviews with the teacher concerned, not all materials can use the vocabulary card media because the vocabulary available is limited. The teacher uses the drill method when using the vocabulary card media, with the implementation that is the teacher mentions the new vocabulary and then the students repeat what the teacher said. In addition, the teacher also mentions the meaning of the vocabulary. This activity is carried out up to 3 repetitions per vocabulary with the hope that students will understand the vocabulary they have

just learned and students will find it easier to learn the material. Despite using these media and methods, not all students understand the vocabulary they have learned because they are difficult in remembering new vocabularies. When students are asked questions about the meaning of a sentence, students still have difficulty answering them. The teacher must direct or provide clues so that students can answer the question. Apart from that, students also lack of motivation in learning English because there are still many students who talk to their friends during learning activities. It could be said that learning English vocabulary in this class requires the use of other, more effective learning media besides vocabulary card media.

To show the novelty of this study, researchers analyzed several similar studies. The first research is from Ghaida Ayu Puspitaningsih (2023) entitled "*The Use of Kahoot Games Application to Improve Students' Vocabulary Mastery (A Classroom Action Research at the Eight Grade Students of SMP Negeri 1 Simo Boyolali in the Academic Year of 2022/2023)*". The aims of this research are 1) to find out the use of Kahoot games application games can improve students' vocabulary mastery, and 2) to find out how the students' learning motivation after using Kahoot games application.

The next research from Umi Istiqomah (2022) is entitled "*The Effectiveness of Using Crossword Labs to Teach Vocabulary Mastery at the Eleventh Grade Students of SMA N Weru in the Academic Year 2022/2023*". This research aims to (1) to find out whether Crossword Labs is effective to teach vocabulary mastery

and (2) to describe the implementation of Crossword Labs to teach vocabulary mastery. To accomplish this goal, the research used a quasi-experimental method.

The third research from Purwitasari (2022) is entitled "*The Effectiveness of Wordwall Application in Improving Students' Vocabulary Mastery at MTs N 4 Magetan*". The aim of this research is to find out whether the students who are taught using wordwall application can improve their vocabulary mastery than those who are not taught using wordwall application at seven grade of MTsN 4 Magetan in academic year 2021/2022. The research was conducted using a quantitative approach and quasi-experimental design method.

The fourth research from Dewi Supraba (2019) is entitled "*Improving Students' Vocabulary Through Word Wall Media at the Eleventh Grade of Vocational High School Number 1 Palopo*". This research aims to find out whether word wall defectively the students' vocabulary is effective in improving students' vocabulary at the eleventh grade of Vocational High School Number 1 Palopo. This research uses the Classroom Action Research (CAR) method.

The researcher interested in researching the use of the Wordwall.net in enhancing students' vocabulary mastery. According to Mazelin et al. (2022), students became more involved in online class discussions and more eager to study after the Wordwall.net session. The researcher used the classroom action research. In collecting data the researcher using qualitative and quantitative data as an instrument that aims to find out how the use of wordwall.net can enhancing students' vocabulary mastery. The researcher hopes by using this, the students can make it easier to mastering vocabulary.

Based on the explanation described above, the researcher tries to use wordwall.net to raise students' vocabulary mastery in learning English. Therefore, the researcher wants to conduct a research entitled "Enhancing Students' Vocabulary Mastery Using Wordwall.net" A Classroom Action Research at the Eight Grade Students of MTs N 2 Surakarta in the Academic Year 2023/2024.

B. Identification of Problem

Based on the background described above, the researcher identified several problems, including:

1. Students are lack of motivation in learning English;
2. Students are difficult in remembering new vocabularies;
3. Students need a variation of strategies and media in mastering English vocabulary.

C. Limitation of the Problem

In order to make this research easy to be understood, the focus of this research will be limited to students' vocabulary mastery using wordwall.net. According to Nation (in Nobert Schmitt 2000; p.5) there are 9 knowledges that must be mastered by someone, including: the meaning of the word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the associations of the word, and the frequency of the word. The researcher did not focus on vocabulary mastery in

general but focused on word meanings, word's written form and word's grammatical behavior form which are based on curriculum-13-based school learning themes. The subject of this study focused on eight grade students at MTs N 2 Surakarta for the 2023/2024 academic year, so the results of this study cannot be generalized to all schools in Indonesia.

D. Research Problem

Based on the background statement above, the researcher formulated the following problem statement: Can the use of wordwall.net enhance vocabulary mastery of eight grade students MTs N 2 Surakarta in the academic year 2023/2024?

E. The Objective of the Research

Based on the problem statement, the researcher have objective to find out whether the use of wordwall.net can improve the students' vocabulary mastery at the eight grade of MTs N 2 Surakarta in the academic year 2023/2024.

F. The Benefit of the Research

1. For the researcher

By conducting this research, the researcher will get a lot of experience and information about the subject.

2. For the English Teacher

The results of this study can provide an alternative way of mastering vocabulary and can develop teaching media so that students become

enthusiastic about learning English, as well as helping English teachers in increasing students' scores on the English test.

3. For the Students

The researcher hopes that by using Wordwall.net, it can help students' problems in recognizing their difficulties in memorizing English vocabulary and can also enrich their vocabulary.

4. For further researchers

The results of this research can be a reference for those who are interested in conducting research on vocabulary, especially using the media Wordwall.net.

G. The Definition Key of Terms

1. Vocabulary

According to Hornby (2000:144), vocabulary includes all terms that people are familiar with and use, all words used in a particular language, words for speaking, and a collection of words arranged according to their meanings.

2. Vocabulary Mastery

Vocabulary mastery is the person's ability to discover and comprehend an English term, making it the base of communication that everyone understands both orally and in writing so that it can convey the intended meaning.

3. Wordwall.net

Wordwall.net is web-based interactive quiz application that can be used to create assessment materials like quizzes, matchmaking, pairing, anagrams, random words, word searches, grouping, and other activities that are very engaging and interactive and are therefore highly suitable for and advised in the implementation of online assessments.

4. Classroom Action Research

Classroom Action Research, according to Kemmis in Candra Wijaya (2013:39), is a type of reflective inquiry carried out by practitioners on a particular social condition (education) in order to increase the rationality and justness.

CHAPTER II

THEORITICAL REVIEW

A. Vocabulary

1. Definition of Vocabulary

In order to improve their language proficiency, students must study and understand the vocabulary, which is a fundamental language component. The students' language abilities will be impacted by their vocabulary knowledge because they won't be capable of understanding written and spoken sentences easily without it. There are a few definitions of vocabulary that experts have proposed.

According to Hackman (2008:3 in Mardiana 2017; p.7), vocabulary is more than just a list of words, and while having a large vocabulary is important, the most important thing is knowing how to utilize it. Then, in general, vocabulary is defined as knowledge of words and the meaning of words. More specifically, researchers use vocabulary to refer to the types of words that students must understand because comprehension is indispensable in reading texts (Kamil & Hiebert, 2005 in Mardiana 2017; p.7).

Vocabulary, in the opinion of Jack C. Richards and Willy A. Renandya (2002: 255), is an essential part of language mastery and establishes a lot of the basis for how effectively students speak, listen, read, and write. Students are able to learn the four language skills—listening, speaking, writing, and reading—through vocabulary. Because of this, the mastery of four language

skills depends on the vocabulary one knows. By having excellent mastery of vocabulary the students are capable of communicating very well clearly with others. Because language is the unity of words to be a phrase, and vocabulary is a part of skill, it can be argued that vocabulary is a fundamental skill that becomes the most important ability to acquire. In order to achieve the goal of language acquisition, it is essential to develop vocabulary mastery in language education.

Based on the definition above, the researcher can conclude that vocabulary is knowledge of words and the meaning of words that must be learned by students in mastering language including the four skills, namely listening, reading, writing, and speaking so that students can communicate well.

2. Kind of Vocabulary

According to Biemiller (2003), the difference between productive and receptive vocabulary is crucial for teachers to take into account while developing vocabulary exercises. The use of vocabulary will reveal the different contrasts between productive and receptive vocabulary.

a. Productive Vocabulary

Usually, productive vocabulary is considered active vocabulary. It is the vocabulary that is utilized in speaking and writing. Learning productive vocabulary is more challenging than learning receptive vocabulary. The learner must be able to select the term that best fits the

circumstance. So, in order to learn an active or productive vocabulary, the learner needs make an extra effort.

b. Receptive Vocabulary

Receptive vocabulary is also known as passive vocabulary. It is a word that is utilized in both reading and writing. Understanding what the students have heard and read is aided by their receptive vocabulary. The student will comprehend what the text is talking about if they have a large receptive vocabulary. Words from the students' productive and receptive vocabularies are those they use in normal conversation. When reading or listening, they are unable to accurately generate it.

It can be concluded the collection of words they comprehend, can pronounce correctly, and can effectively use in speaking and writing, on the other hand, constitute their productive and receptive vocabularies.

Thornburry (2002) further divided words into six categories. As follows:

a. Word classes

Word classes are also referred to as parts of speech. They are separated into eight categories, including nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions and determiners.

1) Nouns

Nouns are words that identify a certain person, thing, or place. All of these are generic nouns. Additionally, there are proper nouns, which are the names of particular people, places, events, etc, for example: Jonathan, Los Angeles, Friday, so on.

2) Pronouns

Words that serve as a person or thing's replacement are called pronouns. Typically, pronouns are regarded as a unique subclass of nouns. This is because they act as a substitute for a noun or set of nouns. For example: they, we, I, you, he, she, and it.

3) Verbs

Verbs are words that describe what is happening in sentences to the reader or listener. Several verb examples include: read, climb, fly, throw, like, run, and so on.

4) Adjectives

Words called adjectives are utilized to describe or change a particular someone, location, or thing. And adjectives provide the listener or speaker with additional details about a noun or serve to define it in some way. For example: young, old, pretty, handsome, good and etc.

5) Adverbs

Adverbs are words that are utilized to characterize verbs, adjectives, or adverbs, for example: ago, now, upstairs and so on.

6) Prepositions

Prepositions are words that are added in front of a noun or pronoun to indicate a relationship between those words and another section of the sentence. They contain words like: at, on, in, into, under, beside, through, inside, before, opposite.

7) Conjunctions

Words called conjunctions are used to link together sentences or groups of words. Adverbial clauses frequently use conjunctions. Coordinating conjunctions (such as and, but, or) and subordinating conjunctions (such as when, because, if, and although) are the two types of conjunctions.

8) Determiner

The determiners, including the words "a," "the," "some," "this," and "last." to facilitate learning. Thornburry separates them into two categories: grammatical terms and content words. Preparations, conjunctions, determiners, and pronouns are examples of grammatical words. However, content words often consist of nouns, verbs, adjectives, and adverbs. The teaching of grammar covered grammatical words, but the teaching of vocabulary focused more on content words.

Based on explanation above, the researcher only focus on nouns, pronouns, verbs, adjective and adverbs in teaching vocabularies to the students.

b. Word families

Word families are collections of words that are sufficiently connected to one another to constitute a 'family'. It talks about the word's affixation, such as: prefixes (pre-, de-) and suffixes (-er, -ful).

1) Play-plays-played : inflexions

2) Play-replay-playful : derivative

c. Word formation

It is called word formation when a new word is produced. Word formation can be divided into three categories: compounding, blending, and cutting. Compounding is the process of joining two or more distinct words. Examples include the words "classroom," "teapot," "typewriter," and "hairdryer." Blending two words together creates new words like infotainment (information + entertainment) and brunch (breakfast + lunch). Clipping is the technique of condensing big terms like dorm (from dormitory), email (from electronic mail), and flu (from influenza).

d. Multi-word units

A multi-word unit is made up of several words that are connected together and have a common meaning. For example look for, more or less, a lot of, sort of things.

e. Collocations

Collocation is the use of certain words to create common phrases. For instance cup of tea, depend on, do the dishes, spend time, do your best, keep a secret and so on.

f. Form meaning

1) Homonyms

Homonyms are words with the same form of the alphabet but different meanings. For example I *like* to swim at your pool and Your pool looks *like* new.

2) Synonyms

Words that have a similar meaning are called synonyms. For instance: old-aged-ancient-antique-elderly.

3) Antonyms

Words with the opposing connotation are known as antonyms, such as; expensive><cheap, short><tall, near><far, new><old.

Based on the explanation above, researchers use synonyms and antonyms to teach vocabulary to students.

3. Aspect of Vocabulary

According to Ur (In Dewi Nur H 2017; p.24), students should be proficient in the following vocabulary aspects:

a. Pronunciation and Spelling

The students must be able to spell a word correctly and know how it sounds (pronunciation). It is challenging to acquire a word's pronunciation because it is unrelated to its spelling. Spelling is crucial for vocabulary learning since it facilitates reading.

b. Grammar

When students acquire a group of new words, they should be able to understand the grammatical rules.

c. Meaning

The denotation, or meaning, of a word is largely what it means in the real world. Connotation, which may not be mentioned in a dictionary definition, is a less visible aspect of an object's meaning. It is the association or pleasant or negative emotion it inspires.

It can be concluded that students who study English vocabulary must be able to master aspects of spelling or pronunciation, grammar and meaning so they can speak, listen, read and write fluently.

4. Importance of Vocabulary

Learning vocabulary is crucial since it is the foundation for understanding English. The four skills that need to be learned and mastered in order to master English are built on vocabulary (Termez State University & Ruzimuratova, 2021: 348). The initial step is to learn new vocabulary. It is simpler for us to communicate when we have a good vocabulary because we can express our thoughts, feelings, and understanding of the words' meanings. Because it is the foundation for understanding the structure of sentences and other language skills, learning vocabulary is crucial. Reading, writing, listening, and speaking become simpler for someone who has mastered vocabulary. We can gradually master a language by building our vocabulary daily as we begin to communicate. Acquiring more vocabulary knowledge can help increase confidence in one's ability to learn a foreign language. We will understand

more than others. We are more eager to learn and master the language because of our courage to immediately practice it.

The requirement for vocabulary in certain activities, such as viewing English-language movies, reading English-language books, and listening to English songs, makes learning vocabulary an essential skill. According to Alqahtani (2015: 22), even if a person can construct sentences using proper grammar, there is little value if the vocabulary used cannot express the intended meaning. Grammar is simpler to learn if vocabulary is first mastered. The number of words that can be pronounced increases as vocabulary is increased. Many people undervalue vocabulary because they believe it to be unimportant. Whereas our foundation for mastering the English language is our vocabulary.

Thornburry (2002) said that mastering a language's vocabulary is a matter of memorizing extensive lists of English words. The first unit of a language is a word, and entire languages contain words. However, when we have a larger vocabulary, we are more aware of the word's definition as well as its meaning when it is used in writing or speech. Without a strong vocabulary, students will struggle to understand the text and questions since they use a far larger variety of terms than they would in normal speech.

The most essential thing to acquire first when students are learning a foreign language is vocabulary. Anyone who learns the language used in listening, speaking, writing, and reading beyond grammar should consider the importance of vocabulary mastery. If a language learner has a sufficient

vocabulary and the capacity to use it correctly, he or she will speak clearly and effortlessly, write simply, or understand what they read or hear.

The explanation above explains how to understand and use language. The students should study a very broad vocabulary in order to comprehend or reply in language. The students' vocabulary will increase as long as they work to expand it and achieve vocabulary mastery accurately.

5. Vocabulary Mastery

Vocabulary mastery is being able to use words and their meanings. Nation (in Norbert Schmitt 2000; p.5) suggests that a person needs master the following variety of knowledge in order to understand a word. They are:

1. The meaning of the word;
2. The written form of the word;
3. The spoken form of the word;
4. The grammatical behavior of the word;
5. The collocations of the word
6. The register of the word;
7. The associations of the word;
8. The frequency of the word;

In this present research the researchers only focus on three kinds. They are, the meaning of the word, the written form of the word and the grammatical behavior of the word. Researchers only focused on these 3 things, because at the junior high school level students were not familiar with the collocation of the word, register of the word, associations of the word, and frequency of the

word. Their learning material only covers the mastery of the meaning of the word, the written form of the word, the spoken form of the word and the grammatical behavior of the word. Even though researchers do not include aspects of the spoken form of the word, researchers will still train these aspects to students during teaching and learning activities, especially in brainstorming activities.

Mastering the vocabulary will help students in utilizing the language successfully. The students are assisted in understanding how words function in written forms by having vocabulary mastery as the fundamental component of learning English. Students will be able to comprehend the meaning of specific words as well as how to read them, and write them in a paper. Consequently, learning vocabulary is the first step in learning English.

Vocabulary is one of the fundamental elements to be mastered in mastering the four language skills. Being mindful of the fact that the four language skills are useless without vocabulary makes it reasonable. Students' command of a language improves as their vocabulary grows. Mastering a second language's vocabulary is one of the most important aspects of studying a foreign language. It is definitely safe to say that there has been an interest in vocabulary since the first times that foreign languages were explicitly studied.

B. Wordwall.net

1. Definition of Wordwall.net

A website called Wordwall.net offers vocabulary study through a variety of online games. Computer, laptop and smartphone users can access it. Teachers utilize it as an interactive strategy to create enjoyable learning activities in the classroom (Alpatikah, 2002). The wordwall.net homepage that greets users will open when wordwall.net is typed into the search engine column of Google Chrome on our devices. On the homepage, there is a brief advertisement, a step-by-step guide for creating an activity, and a collection of already used templates. As a brand-new user, the teacher will advise signing up automatically with an email address or making a new account. It becomes the initial step for teachers to design activities on this website. After logging into the account, seven other menus will appear in the main bar, there are;

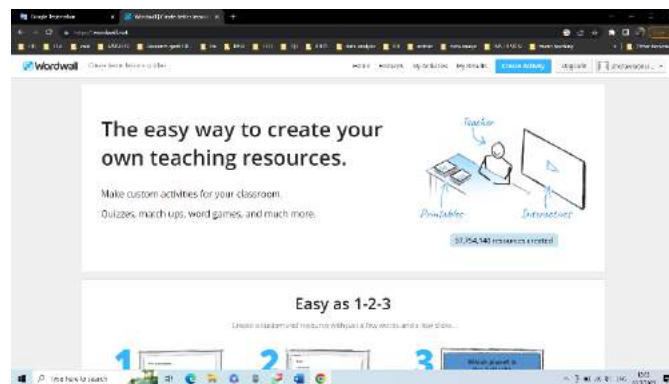


Figure 2. 1 Screenshot of Wordwall.net's Home

a. Features

This website (www.wordwall.net/features) demonstrates the outreach efforts of wordwall.net. It has eight features: interactives and printables, creating using templates, switching templates, edit any

activity, themes and option, sharing with teachers, embedding on a website and students assignment.

b. Community

This website (www.wordwall.net/community) contains a lot of game materials. The content produced and uploaded by other content creators can be found using a search engine.

c. My Activities

This website (www.wordwall.net/myactivities) displays the games that users have created. The user can clone games, create new games, delete games, exchange game links, edit game material, and display the game's QR code.

d. My Results

This website (www.wordwall.net/myresults), displays the game's outcome. The user can export the game's data to a file, remove the game, amend the game's deadline, share the assignment with students, and show the QR code of the game.

e. Create Activity

The templates for interactive games are displayed on this website (www.wordwall.net/create/picktemplate). Since the instructor will utilize this page to build an activity, it serves as the foundation of the wordwall.net website. After selecting a template, the user inserts the content or materials and clicks the finished button. The game will then be processed automatically by the application.

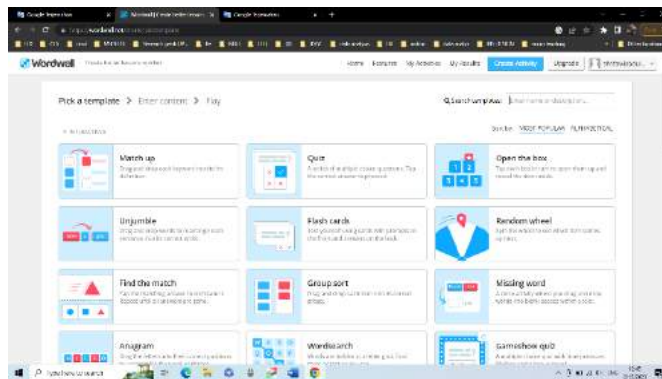


Figure 2. 2 Screenshot of pick templates

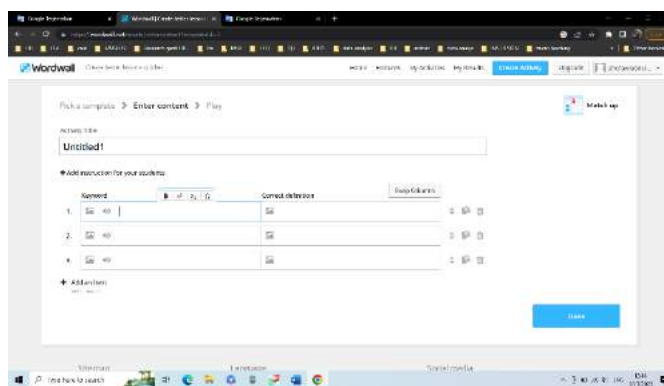


Figure 2. 3 Screenshot of enter content

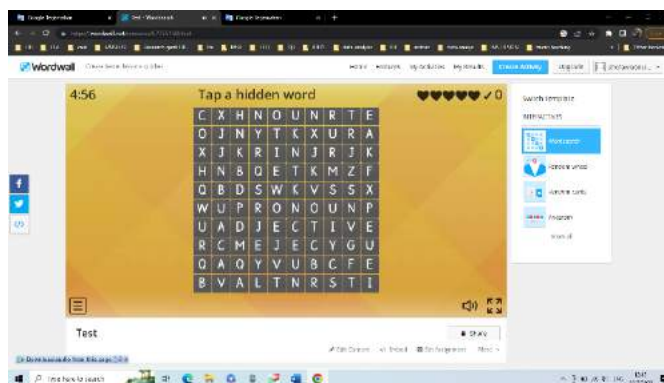


Figure 2. 4 Screenshot of game

f. Upgrade

It displays various offers for the user account on this website (www.wordwall.net/account/upgrade) to enhance the wordwall.net service. It provides some options for both personal and academic

plans. The upgrade includes printable templates, services, and an unlimited number of user-created games.

g. Profile

This menu provides options for selecting the user's preferred language as well as basic user information.

2. The Use of Wordwall.net in Vocabulary Learning

It may be inferred from wordwall.net's homepage, which displays the vast amount of resources provided, that the website makes many educational materials available. This website provides interactive games, which encourages educators—including language instructors—to use them. The game templates are provided by Wordwall.net to aid with vocabulary acquisition. Additionally, it shares a notion with the word wall media technique used in traditional teaching and learning methods. As a method for teaching linguistic concepts, the word wall is a collection of words (Ramadhan & Zaharani, 2021, p. 34). In traditional education, the teacher creates various papers and writes a word on each one. These papers adhere to the whiteboard, the front of the classroom, or the walls. The phrase depends on the study's goals. Every day, researchers will perform treatments by mentioning the qualities, and then students will guess the correct word from a list on the wall. Many researchers have found effectiveness in increasing learners' vocabulary proficiency using this method.

Wordwall.net also provides this strategy. The distinction is that teachers no longer explain the word by providing hints. For instance, group short is a

comparable structure. As the game's creator, the teacher displays a list of words and instructs the students to drop the new words into the existing group. Students will attempt to create their own understanding. with addition, practically all of Wordwall.net's designs are designed to aid with vocabulary development (Alpatikah, 2022). Because the font used in the game appears too small for paragraphs and too simple for words. The product of wordwall.net is a game designed for entertainment; as a result, it doesn't function fully at the highest level. When students make a mistake in a game—by, say, selecting the incorrect word category—they remember the error and replay the round until they succeed.

As a result, there is a greater possibility that students will memorize the words the more mistakes they make. And that's wordwall.net's way of increasing students' vocabulary.

3. Advantage and Disadvantage of Wordwall.net

Wordwall.net should have advantages as well as disadvantages as a teaching tool, depending on who is using it—the teacher or the student who accesses it. Wordwall.net has a number of benefits, such as intriguing features, variety, automatic results reporting, printable materials, and ease of access (Ar-Rahmah, 2021, p. 42). As a website tool, wordwall.net offers a variety of interactive games that, at the conclusion of the game, display the results. The score displays the outcome of the learner's activity, and it is instantly transmitted to the teacher as a game maker. In addition, the instructor has the

option of printing the pdf version of the material if he wishes to use it in a traditional classroom. Through their smartphones, both teachers and students can readily access wordwall.net.

Wordwall.net does, however, have problems in addition to its benefits. One drawback of wordwall.net is that it is vulnerable to fraud (Subekti, 2021). Students have the opportunity to collaborate or cheat without the teacher knowing, because they have unrestricted access to the link anytime and wherever they want.

C. English Learning Material for the Eight Grade

1. Greeting Card

a. Understanding Greeting Cards

Greeting Cards or greeting cards are cards that contain illustrations to congratulate or sympathize with someone (Handy, 2020).

b. The purpose of Greeting Cards

- 1) To wish someone happiness on his/her birthday or special days/occasion (Birthday Card)
- 2) To congratulate someone on his/her achievement (Winning Competition, Get 1st rank, good career, new job)
- 3) To express our sympathy
- 4) To motivate someone to gain a better achievement

c. Greeting Card Structure

- 1) Receiver/ Receiver

To whom the card is addressed, usually the name of the recipient of the greeting card is listed.

2) Body/ Contents

In this body section there are several contents, namely:

- 1) Quote: A quote or wish of the sender related to a special event or day.
- 2) Picture: An illustration of a picture related to a special event or day.
- 3) Expression: Congratulations (congratulation expression) or sympathy (sympathy expression)

3) Sender/ Sender

Fill in the name of the sender of the greeting card.

a. Types of Greeting Cards

- 1) Birthday Card
- 2) Congratulation Card
- 3) Graduation Card (Graduation celebration card)
- 4) Getting Well Card
- 5) Thanking Card
- 6) Public/ National Holiday Card
- 7) Baby Born Card
- 8) Wedding Card

D. Previous Studies

The researcher would like to show some previous studies that focused on vocabulary mastery to prove the originality of this research. The first research was conducted by Ikbal (2021) “*Improving Students' Vocabulary by Using Word Wall Media at The Second Grade of SMPN 8 Palopo*”. The research aims to find out whether or not the use of word walls is effective in improving students' vocabulary of the eight grade of SMPN 8 Palopo. The collected data shows that in the pre-test a score of 56.60 rose to 85.80 in the post-test. This shows that there is a significant difference in teaching vocabulary before and after using word wall media.

Second, the researcher takes a journal international related to this study which concerned with vocabulary mastery. The study was conducted by Syarifuddin Achmad (2013) entitled “*Developing English Mastery through Meaningful Learning Approach: An Applied Linguistics Study at Competitive Class of Junior High Schools in Gorontalo City, Indonesia*”. This study aimed to find out the effectiveness of the model formulated based on contexts and utilizing ICT Media in teaching and learning English vocabularies. The result shows that from the two unit tests seemed on the average score on the post-test get improvement 8.15 point. It means that the teaching and learning model created which being applied is able to increase significantly the students mastery on English vocabularies in the competitive Class at Junior High Schools in Gorontalo.

The third , the researcher takes a journal related to this study which is concerned with vocabulary mastery entitled “*Improving Students' Vocabulary Mastery by Using Puzzle Game at the Second Grade of MTs Al-Washliyah Medan*”

written by Panjaitan & Amaniarsih (2020). The objectives of this research is to describe and to determine the increase in students' vocabulary after using the Puzzle Game. Based on the result, in the pre-cycle the students score was 63.2. In cycle I the students score was 66.8 and in cycle II the students score was 73.2. There has been an increase in students' vocabulary skills in each cycle. This indicate, Puzzle Game was effective for improving students' vocabulary.

The last is the previous research conducted by Erlin Alpatikah (2022) entitled "*The Effect of Using Wordwall.Net on Students Vocabulary Mastery*". The aim of this research is to investigate the effectiveness of Wordwall.net as an online website platform used by the first grade students at MTs Negeri 10 Jakarta. The collected data shows that there was any difference between the mean score of pre-test in experimental class (54.00) and controlled class (62.80). Meanwhile, in post-test mean result showed control class got 77.33 and experimental class got 86.45. It means there is a effect on students' vocabulary mastery after using wordwall.net.

The previous study draws from a number of sources. Therefore, in order to verify the previous study, the researcher aims to show both the differences and the similarities between the previous study and current thesis. Based on the table below:

Table 2 1 The Similarity and Differences Previous Study

No	Previous Study	Similarity	Differences
1.	Ikbal (2021) <i>"Improving Students' Vocabulary by Using</i>	The similarity of this research is the object of research, which	The first difference is the medium. This research uses

No	Previous Study	Similarity	Differences
	<i>Word Wall Media at The Second Grade of SMPN 8 Palopo”</i>	increasing students' vocabulary mastery	wordwall media in research while researchers use wordwall.net web media. secondly, the research methodology. Researchers used Classroom Action Research (CAR), while this study used pre-experimental research.
2.	Syarifuddin Achmad (2013) entitled “ <i>Developing English Mastery through Meaningful Learning Approach: An Applied Linguistics Study at Competitive Class of Junior High Schools in Gorontalo City, Indonesia</i> ”	The similarity in this study is the focus, namely students' vocabulary mastery.	The first difference is the object of research. The object of this research is to observe and to formulate also to study the effectiveness of a model of teaching the model formulated based on contexts and utilizing ICT media. Meanwhile the object of the researcher is only to find out whether the use of wordwall.net can

No	Previous Study	Similarity	Differences
			improve the students' vocabulary mastery.
3.	Panjaitan & Amaniarsih (2020) entitled " <i>Improving Students' Vocabulary Mastery by Using Puzzle Game at the Second Grade of MTs Al-Washliyah Medan</i> "	The similarity of this research focuses on improving students' vocabulary mastery.	The difference is the research using Puzzle Game in improving students' vocabulary mastery, meanwhile the researcher uses the wordwall.net web.
4.	Erlin Alpatikah (2022) entitled " <i>The Effect of Using Wordwall.Net on Students Vocabulary Mastery</i> "	The similarity of this research is using wordwall.net in their research.	The first difference is the research methodology. This study used a quasi-experimental design, while researchers used a Classroom Action Research (CAR) design. Second, the subject of the research. The previous study was researching MTs Negeri 10 Jakarta, meanwhile the researcher research on MTs Negeri 2 Surakarta.

E. Rationale

As the basis of language, vocabulary mastery is crucial to the learning process and to successful language acquisition. English is the most widely spoken foreign language in Indonesia. Technology in this day and age has been steadily improving, and the majority of them employ English as their primary language of instruction. However, as many students find it challenging to memorize English words, they become demotivated to increase their vocabulary knowledge.

If the teacher incorporates games into language learning, it can be more beneficial and meaningful. If the teacher incorporates a learning tool, like games, into the class, the students will be more motivated to study English. In order to grab students' attention and motivate them to participate in the English learning process, teachers must be adept at choosing the appropriate media. In order for students to enjoy studying and pick up new vocabulary quickly, teachers must be aware of their students' circumstances and use appropriate strategies (Istiqomah, 2022).

Wordwall.net contains several types of games that are focused on improving students' vocabulary mastery. Every game is made for entertainment, as a result, it doesn't function fully at the highest level. How to complete in each game is different from one game to another. Students are expected to be able to complete each game given by the teacher as the game maker, with their own understanding (Alpatikah, 2022).

In this study, wordwall.net was used to resolve the issue of junior high school students' vocabulary mastery. Enhancing students' vocabulary using

Wordwall.net builds the researcher's assumption that the technique is effective. By playing certain games on this website, users can practice their language skills and develop their vocabulary mastery. Students may be encouraged by games to take an active role in their language acquisition. Students will be motivated to try to achieve the highest rank by winning the game because games on the wordwall.net website required them to demonstrate their ability to learn vocabulary. The more often students play the games, the more new words they pick up while playing. After receiving evaluations from the first game, students will scarcely exercise memorization of new vocabulary before playing a new game to outperform the previous one. This explains how wordwall.net might have an impact on students vocabulary mastery.

F. Action Hypothesis

Based on the theory underlying the vocabulary and the use of wordwall.net above, the hypothesis is: the use of wordwall.net can enhance the students' vocabulary mastery at the eight grade students of MTs N 2 Surakarta in the academic year 2023/2024

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study will use the Classroom Action Research method. According to Carr and Kemmis (in Asrori & Rusman 2020; p.3), action research is only a type of self-reflective inquiry conducted by individuals participating in a social situation with the aim of enhancing the fairness and logic of their own practices, as well as their comprehension of these practices and the contexts in which they are carried out. Meanwhile according to Carmen (in Anne Burns 2010;p.5) action research is a reflective process that aims to solve a particular teaching learning problem that has been identified. Classroom Action Research (CAR) is study done in the context of the classroom with the goal of resolving issues faced by teachers, improving the standard and effectiveness of learning outcomes, and innovating to improve learning outcomes. CAR can be carried out individually or in teams. Even though the data that is going to be gathered may be quantitative, CAR is still included in qualitative research (Widayati, 2008). It can be concluded, CAR is a qualitative research that uses quantitative data in overcoming problems in a class in order to improve the quality and outcomes of the student teaching and learning process.

The action research model that will be used in this study was the one developed by Kemmis and McTaggart in Burns (1999). The model suggests that there are four ways in which classroom action research might be applied :

1. Identifying problems and planning the action
2. Applying the action
3. Observing the action
4. Reflecting the result of the observation

B. Research Settings

A. Place of Research

This research will take place at MTs Negeri 2 Surakarta. MTs N 2 Surakarta is one of the tsanawiyah madrasahs on Jalan Transito, Suronalan, Kel. Pajang, Kec. Laweyan, Surakarta City, Central Java. Researchers want to conduct research at MTs N 2 Surakarta for several reasons. The first is because the madrasah has an A accreditation level and its good reputation. The second is in the madrasah, English is one of the highlighted subjects. There are school programs that are devoted to practice student English. Among them are English Camp and English Performance. From the results of these programs MTs N 2 Surakarta can achieve many achievements in English, including 2nd place Speech Contest at SMA N 4 Surakarta, 2nd place story telling at UMS Surakarta, Story Telling champions at MAN Kudus and other achievements

B. Time of Research

This research is going to conduct from January 2023 until Desember 2023.

Table 3. 1 Time of Research

Activity	Jan 2023	Feb 2023	Mar- July 2023	Aug 2023	Sep 2023	Octo 2023	Nov 2023	Dec 2023
Title Accepted								
Pre-research								
Writing Proposal								
Consultation and Guidance								
Proposal Seminar								
Revise Proposal								
Collecting and analyzing data of thesis								
Consultation and Guidance								
Report the research/ munaqosyah								

C. Subject and Objects of the Research

The research subjects in this study using purposive sampling. According to Sugiyono (2018:136) purposive sampling is a sampling technique carried out with the specific aim of determining samples that comply with certain criteria set by the researcher. The subjects are the eight grade students of MTs Negeri 2 Surakarta, which consisting of 11 classes. The selected class is class 8A3 which consists of

28 students. The researcher using class selection because students of class 8A3 still have difficulty in memorizing vocabulary. While the object of this research is enhancing student's vocabulary mastery.

D. Action Plan

The researcher using the Kemmis and McTaggart (1998) approach of classroom action research, which involves four steps: planning, acting, observing, and reflecting. The succession of cycles in this research lead to an improvement of the problem. The picture is bellow:

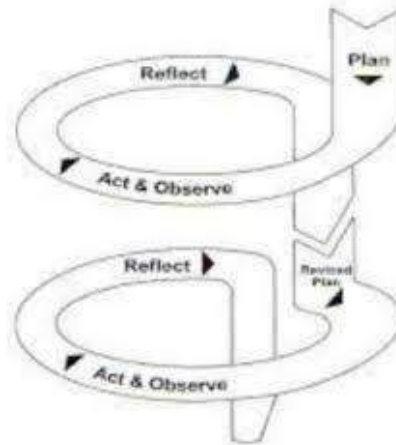


Figure 3. 1 The Model of Action Research by Kemmis and McTaggart

Researchers plan to conduct research in two cycles. The output of each cycle will be assessed and examined for any shortcomings in the application of learning. After that, redesign the educational activities to solve any shortcomings from the previous cycle.

The stages taken in the classroom action research are as follows:

A. Planning

A well-prepared plan is required to get a successful outcome. At this point, the researcher plans a number of activities that will be used in the research in the classroom. Lesson plans, observation formats, learning tools in the form of English language learning materials, worksheets that students will use in the learning process, and media preparation are all tasks completed at the planning stage.

B. Action

Implementation is the researcher's next step. At this phase, the researcher's plans will be applied in the classroom activities. The observation or observation phase is carried out concurrently with the action's implementation. At this phase, the researcher collected all the data needed for the study and documented it.

C. Observation

In this step, a researcher observed all events or activities during the research. During the learning process is going on, the researcher observes about the situation of the learning and teaching process, how the students behave in class, how they get ready for a learning activity, and how they behave during it, for instance, whether they pay close attention to the explanation, whether they ask questions, whether they take notes, and whether they comprehend the subject matter.

D. Reflection

In the reflection activity, test results, observational data, documentation, and interviews are analyzed to determine any failures or issues encountered during the learning process, and then effective solutions (replanning) that are suitable for resolving these failures are sought out and put into practice in the next cycle, which is cycle II.

E. Technique of Collecting Data

This study will use both qualitative (experience-based) and quantitative data (number-based) as a technique of data collection. The qualitative data came from observation. On the other hand, pre-test and post-test are used in quantitative data. The completely explanation as follows:

1. Observation

Observation is the act of watching something carefully. In this case, observation will be carried out by investigating directly in the field of research. The comment or remark based on something that will be seen is written in the observation sheet. The use observation to mean an act of happening in the classroom during the teaching-learning process then.

Table 3. 2 The Form of Observation Sheet (Adapted from Asrul, 2013)

No	Indicator	Description
1	Asking question to their teacher if there is an instruction which is not clear	
2	Students are enthusiastic in learning English	
3	Work on assignments according to teacher' instruction and on time	
4	Difficult in remembering new vocabularies	
5	Not feeling sleepy during the teaching and learning process	
6	Showing their curiosities with asking question to their teacher and friends	
7	Doing assignments from their teacher well	
8	Thinking and are not hopeless for looking for answer using books or asking to their friends	
9	Discussing and working together with their friends in doing their assignments	

2. Tests

In this study, there are two tests: a pre-test and a post-test. The pre-test will be conducted before the treatment. It measures the students' current level of vocabulary mastery. The post-test, meantime, will be conducted after the treatment. Multiple choices, fill-in-the-blanks, and word search tests will be used in this study. Each cycle's finish is when

the exam is conducted. The test blueprint is presented in the appendix (page 121, 127, and 133).

3. Interview Guideline

In order to gather information on the teaching and learning process, challenges, and issues faced by students, the interview is a two-person activity in which the interviewer will ask several questions to the interviewer.

F. Research Instruments

Pre-test and post-test were the instruments used to gather the quantitative data, while the researcher used observation, interview, and documentation to gather the qualitative data. The students took a pre-test before the first meeting and a post-test afterward. The pre-test and post-test tests were the same, and the students had to give answers to the researcher's questions. The post-test and pre-test that will be used will be validated and approved by experts, namely professional English teachers. Each test that the researcher applies contains 25 questions. 15 questions are multiple choice, 5 questions rearrange the words and 5 word search.

Data will be gathered by the researcher using observation as a instrument. The researcher evaluating how interested students in the vocabulary acquisition process as well as what is happening in the classroom during the teaching and learning process. The comment or remark based on something that will be seen is written in the observation sheet. In this instance, the observation was carried out by

directly investigating in the research field. The researcher took pictures of the students learning process using the camera. Researchers will also record all teaching and learning process activities so that the information obtained during observation is more accurate.

Apart from observation, researchers also used an instrument namely interview guideline to collect qualitative data. The interview guideline was conducted at the end of the study to eight grades of MTs N 2 Surakarta to find out their perception about enhancing their vocabulary mastery using wordwall.net as learning media.

G. Technique of Analyzing Data

According to Miles, Huberman & Saldana (2014) suggests three stages that must be carried out in analyzing qualitative research data, namely (1) data condensation; (2) data display; and (3) conclusion drawing/verifying. Qualitative data analysis was carried out simultaneously with the data collection process taking place, meaning that these activities were also carried out during and after data collection. The findings of observations of using wordwall.net in each cycle were analyzed by researchers. The outcomes of each cycle are utilized as a starting point for reflection on how to enhance learning in the following cycle. Here is a more thorough explanation.

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming data that approaches the

entirety of written field notes, interview transcripts, documents and empirical materials.

2. Data Display

The reduced data is then described in a clear and precise manner using writing conventions. Prastowo (2012: 244) stated that the presentation of the data here is a collection of structured information that gives the possibility of drawing conclusions and taking action.

3. Conclusion

The process of data analysis is completed by drawing conclusions and verifying them. Gunawan (2013: 212) explains that the conclusions are presented in a descriptive form of research objects based on research studies. The conclusion is originally still tentative, and it could be changed if the evidence results are contradictory when the researcher goes out to the field to gather further information. Therefore, it is intended that the conclusion would be a credible and accountable statement

Then the quantitative data, researcher providing an assessment in the form of a test at the end of each cycle allows for the analysis of the success or percentage of student success following the completion of the teaching and learning process for each cycle. Then to score the test using the formula below:

$$S = (B / 25) \times 100$$

Description:

S: Score

B: Correct amount of questions

Meanwhile, to calculate the means student score the researcher using Anas Sudjono's (2014) formula. The formula is as follows::

$$x = \frac{\sum X}{\sum N}$$

Description:

x : Mean

$\sum X$: Total score

$\sum N$: Number of students

H. The Trustworthiness of the Data

Triangulation is used in the research to ensure its validity and dependability. Triangulation, according to Setyadi (2006), is the integration of two or more procedures for data collection, enrichment, and accurate study conclusion.

Triangulation, according to Moleong (2000), is a method of determining whether or not the data are reliable by using something other than the data to verify or contrast the data. Triangulation was split into four types by Denzim in Moleong (2000). These types include triangulation by sources, triangulation by method, triangulation by investigator, and triangulation by theories. These details serve as an explanation:

1. Triangulation by Using Sources

These kinds of triangulations are used to examine the credibility of data by verifying information obtained from different sources or by evaluating a number of information sources.

2. Triangulation by Using Method

By employing the same source to validate the data using two separate methods, the triangulation technique is used to assess the reliability of the data. This means that the researcher will verify the credibility of the data obtained through interview, tests, observation or documentation.

3. Triangulation by Using Investigator

Her own or another researcher's research will be used to recheck the credibility of her data.

4. Triangulation by Using Theories

It is a technique of data analysis that involves identifying a standard of comparison from an analytical explanation as a source of supporting information to provide reliable proof of the research's findings.

In this study, the researcher use triangulation by using method. Researchers conducted interviews, tests, and observations to validate the data that had been obtained. After carrying out the test and obtaining data, observations are carried out to strengthen the data that has been obtained. In observation, the researcher carried out a checklist on the observation sheet regarding student behavior during learning. Researchers also recorded the entire teaching and learning process to strengthen the data obtained from observation. After the test and observation were completed, the researcher conducted interviews to validate the data obtained from the test and observation. And the last, the researcher cross-checking the data with consulting to the expert. This was done to check and test the data validation used in this research and to lower the level of weakness and inaccuracy of the data and

instruments that the researcher had created. According to the advisor's recommendations, the researcher collaborated with Mrs. Siti Rofi'ah, S.Ag., M.Pd., as an expert judgement. Because she is an English teacher who has taught 8th grade for many years.

I. Indicators of Success

In class action research, success indicators serve as a guide or standard. If 75% of the students are able to obtain at least the required test score, the research will be considered successful (Firdaus, 2023). For MTs N 2 Surakarta, the minimum score (KKM) is 76. At that point, the research is considered finished and need not be carried over into the following cycle.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discussed the findings and discussion of this research. The researcher presented all of the facts he had gathered during the research in the findings section. The researcher examined and talked about every piece of information in the finding part in the discussion section. This study was conducted in two cycles, with one meeting for the post-test and two meetings overall for each cycle. He contrasted the information gathered during two distinct cycles. This section included answers to the study's problem statements as well.

A. Research Findings

1. The Result of Pre-Cycle Test

The pre-test was conducted in October 11st 2023 was to know the students' knowledge of vocabulary comprehension. In the pre-test students were asked to answer 25 questions consisting of 3 parts, namely 15 multiple choice questions, 5 rearrange word questions and 5 search word questions.

The situation in the class during the pre-test was a bit noisy because there were still students who did not understand the instructions on how to do it, but this could still be conditioned by the researcher by walking around. The pre-test lasts for 45 minutes. Most students have begun to understand how to do the pre-test questions. The questions consisting of 15 multiple choices, 5 rearrange words, and 5 search word questions were arranged according to the

students' abilities and validated by expert teacher. But besides that, there were still students who were confused by the vocabulary in the questions and asked the researcher. The one student said "*Bahasa inggrisnya kesempatan 'chance' kan sir?*" Then the researcher answered "*Yes, tapi kesempatan yang dimaksud di sini bukan itu ya*". After 40 minutes passed, the pre-test answers were collected but there were students who had not finished working on all the questions. The researcher calculated the score of the pre-test in the following:

Table 4. 1 The Result of Students Pre-Test

No	Students' Name	Pre-Test Score	Category
1.	A C B	72	Incomplete
2.	A A N I	72	Incomplete
3.	A T M	84	Complete
4.	A F P	72	Incomplete
5.	A N S	72	Incomplete
6.	A R	32	Incomplete
7.	A F	36	Incomplete
8.	F H R	64	Incomplete
9.	G F W	56	Incomplete
10.	H K A	56	Incomplete
11.	H F H	76	Complete
12.	J R R	64	Incomplete
13.	K N S	80	Complete
14.	K J H	80	Complete
15.	K F U	64	Incomplete
16.	K A E	64	Incomplete
17.	K P K	48	Incomplete
18.	K A K	76	Complete

No	Students' Name	Pre-Test Score	Category
19.	M S K	48	Incomplete
20.	M F Y N R	64	Incomplete
21.	M H A F	40	Incomplete
22.	M N A	52	Incomplete
23.	N I M	76	Complete
24.	R F R	36	Incomplete
25.	S R A P	56	Incomplete
26.	S Z A A	56	Incomplete
27.	S A L P	52	Incomplete
28.	Z A S	44	Incomplete
	Total Score	1692	
	Mean	60,4	
	High Score	84	
	Low Score	32	

The result of the pre-test, the researcher calculated the mean score at first:

$$x = \frac{\sum X}{\sum N}$$

$$x = \frac{1692}{28}$$

$$x = 60.4$$

From the data shows that the mean score in pre-test is 60.4. There were 6 students or 21,4% who got a score above the KKM or Minimum Mastery Criterion and another 22 were below the criterion. From the analysis, it can

be concluded that less than half of the students in class 8A3 of MTs N 2 Surakarta still have a lack of vocabulary knowledge.

2. Research Implementation

Classroom Action Research was used to carried out this research. Three steps are included in the research's execution: the pre-test, cycle 1 and cycle 2. Every cycle's activities involved two meetings, each lasting 2x40 minutes: one for the action and another for the post-test. There are four steps in this cycle: 1) planning; 2) action; 3) observation; 4) reflection. The research implementation in each cycle is described in the following section:

1.1 Implementation of Cycle 1

The process of teaching and learning in the first cycle was conducted on 16th October until 18th October 2023, at the class 8A3. The process of cycle 1 is elaborated as follow:

a. Planning

The first step in conducting action research in the classroom is planning. Plans were created using data from teacher interviews about the problems that students have when learning vocabulary. Having identified the problem faced by students toward vocabulary mastery, the researcher focused on vocabulary learning using wordwall.net as a medium to enhance the vocabulary mastery of the students. To organize lesson ideas and educational materials, the researcher worked with the adviser lecturer and the English teacher. A lesson plan, or RPP, based on the current syllabus was used for the learning process..

The material for eight grade is Greeting Card. Therefore, the researcher prepared learning resources on wordwall.net and applied wordwall.net to enhance the vocabulary mastery with the material of Greeting cards.

The researcher also prepared the instruments of the research. The instruments of this research in the first cycle are observation sheet and test; The researcher will check the observation sheet according to the condition of the class during the teaching and learning process and take tests at the end of the cycle to know whether there were some students' improvement scores from pre-test to post-test cycle 1. The Minimum Mastery Criterion, or Kriteria Ketuntasan Minimal (KKM), for the English subject—which has been set by the school at 76—was used by the researcher to define the success criteria for the action..

b. Action

The first cycle's actions were addressed from October 16th through October 18th, 2023. In this stage, the researcher served as a teacher and implemented the teaching learning process based on the lesson plan had been made. The following is the explanation of what the agenda in every meeting were:

1) First meeting

The first meeting was conducted on Monday, October 16th, 2023. The duration was 80 minutes, started at 12.30 p.m until 13.50 p.m. The researcher greeted everyone as the meeting

began and asking how the students were doing and continued checking student attendance. Then the researcher introduced himself and the purpose of the researcher's visit in class 8A3 to the students.

Before going into the main material, the researcher invited students to do brainstorm, namely learning vocabulary related to the Greeting Card material using wordwall.net. Students' first impression of wordwall.net is good, students were enthusiastic in answering questions on wordwall.net. Even so, there were students who were still confused about answering questions on wordwall.net. The researcher used the Wordwall.net game Word Search type. Word Search itself teaches aspects of vocabulary mastery, including the meaning of the word and the writing form of the word. Because there students were asked to find the correct English words according to the instructions given. After answering, the researcher asked the students to repeat what the researcher said about the vocabulary on wordwall.net.



Figure 4. 1 The Implementation of Wordwall.net



Figure 4. 2 The Wordwall.net game

After that, go to the main material, namely the researcher explains the Greeting Card material. The researcher explained the material by presenting PowerPoint slides that had been prepared previously. In the middle of presenting the material, the researcher questioned "What is the meaning of 'special occasion'?. The students did not answer even though at the time of brainstorming they had already learned the word. Then the researcher reminded the students that the word had been learned during the brainstorming..

After explaining the material, the researcher invited students to practice vocabulary questions using wordwall.net which was displayed on the LCD. Some students were still confused about how to answer the questions on wordwall.net because the researcher displayed a different game from the previous one. The researcher used the Wordwall.net game Find the Match type. The Find the Match type teaches aspects of vocabulary mastery, that is the grammatical behavior of the word. After answering, the researcher asked the students to repeat what the researcher said about the vocabulary on wordwall.net.



Figure 4. 3 The Wordwall.net game

After completing the practice questions, the researcher asked students to form 7 groups, each group containing 4 people, to work on LKPD 1 and 2. The researcher gave them 25 minutes to do their work and explained instructions on how to do it. After completing the work, the researcher and students together

matched LKPD 1. For LKPD 2, the researcher asked students to present their work in turn. Then, the researcher reviewed the material that had been taught and tested some of the vocabulary that had been learned by the students. When they were asked, some students had forgotten their vocabulary, so the researcher had to provide clues to trigger students' memories so they could answer the questions. After that, the researcher closed the teaching and learning activities with greetings.

2) Second meeting

The second meeting was conducted on Wednesday, October 18th, 2023. The duration of this meeting was 80 minutes, started at 8.25 a.m until 9.45 p.m. In the second meeting, the researcher opened the lesson with greetings and then checked student attendance. The researcher announced the learning agenda for that day, namely working on post-test 1 in order to know the student's achievement after receiving the treatment using wordwall.net. Before working on post-test 1, the researcher invited students to do brainstorm by learning vocabulary related to the Greeting Card material using wordwall.net. In the second meeting, the researcher still used the Word Search type wordwall.net game. This type teaches vocabulary aspects including the meaning of the word and the writing form of the word. After answering, the researcher asked

the students to “repeat after me” about the vocabulary on wordwall.net.



Figure 4. 4 The Wordwall.net game



Figure 4. 5 The Students worked on post-test 1

After that, the researcher distributed post-test question 1 and provided instructions on how to do it. Then, students work on post-test 1 with the same duration as before, that are 40 minutes. The form question of post-test 1 is still the same as the pre-test. There were 28 students who worked on post-test 1. The students already understand the instructions on how to work that has been given and work on time. While the students were

working, the researcher walked around to keep the class quiet. However, there were still some students who tried to cheat and ask their friends for answers. After completing the work, students collect their work and then the researcher gives homework to them, that is working on the LKS p. 41 – 43. With permission from the supervising teacher, the researcher asked students to bring their smartphones for the next meeting and then the researcher closed the learning activity with greetings. The researcher presented a table of students score below:

Table 4. 2 The Result of Students Post-Test 1

No	Students' Name	Post-Test 1 Score	Category
1.	A C B	80	Complete
2.	A A N I	72	Incomplete
3.	A T M	84	Complete
4.	A F P	76	Complete
5.	A N S	76	Complete
6.	A R	56	Incomplete
7.	A F	56	Incomplete
8.	F H R	72	Incomplete
9.	G F W	64	Incomplete
10.	H K A	68	Incomplete
11.	H F H	80	Complete
12.	J R R	76	Complete
13.	K N S	80	Complete
14.	K J H	80	Complete
15.	K F U	72	Incomplete

No	Students' Name	Post-Test 1 Score	Category
16.	K A E	68	Incomplete
17.	K P K	56	Incomplete
18.	K A K	80	Complete
19.	M S K	56	Incomplete
20.	M F Y N R	72	Incomplete
21.	M H A F	56	Incomplete
22.	M N A	60	Incomplete
23.	N I M	80	Complete
24.	R F R	68	Incomplete
25.	S R A P	72	Incomplete
26.	S Z A A	72	Incomplete
27.	S A L P	68	Incomplete
28.	Z A S	60	Incomplete
	Total Score	1960	
	Mean	70	
	High Score	84	
	Low Score	56	

The result of the pre-test, the researcher calculated the mean score at first:

$$x = \frac{\sum X}{\sum N}$$

$$x = \frac{1960}{28}$$

$$x = 70$$

From the calculated results, the mean score on post-test 1 was 70. The highest score of the post-test 1 was 84, while the

lowest score was 56. The mean score on pre-test before was 60.4. It can be concluded that there is a fairly significant increase in the results of pre-test and post-test 1. However, the data shows that there were 10 students or 35.7% who got scores above the KKM. In other words, there were still more than half of the number of students or more precisely 18 students who got scores below the criteria. After that, the researcher calculated the percentage of improvement from pre-test to post-test, which showed that the post-test 1 can increase up to 14,3%.

c. Observation

In the first meeting and the second meeting, the researcher observed the teaching and learning process. The researcher observed how they worked individually or together to understand the material and worked on the post-test 1. Also how the condition and situation of the class when applying wordwall.net and to know the improvement of the students' achievement and to see whether wordwall.net can improve the students' vocabulary mastery. The results of the observation in the first cycle can be seen as follows:

**Table 4. 3 The Results of The Observation in The First Cycle
(Adapted from Asrul, 2013)**

No	Indicator	Description
1.	Asking question to their teacher if there is an	Some students asked the researcher when there were

	instruction which is not clear	instructions they did not understand.
2.	Students are enthusiastic in learning English	When opening with brainstorming using wordwall.net, students were very enthusiastic.
3.	Work on assignments according to teacher' instruction and on time	Some students did not work according to instructions and did not finish on time.
4.	Difficult in remembering new vocabularies	At the end of the lesson, many students forget when they are asked vocabulary questions.
5.	Not feeling sleepy during the teaching and learning process	Some students feel sleepy in the middle of learning, unlike during brainstorming.
6.	Showing their curiosity with asking question to their teacher and friends	Some students ask questions about vocabulary that they don't know the meaning of.
7.	Doing assignments from their teacher well	There are students who are not serious about doing their assignments.
8.	Thinking and are not hopeless for looking for answer using books or asking to their friends	There are still many students who ask their friends but not as many as during the pre-test.
9.	Discussing and working together with their friends in doing their assignments	All students were actively discussing and working together with their friends, but the class

		was noisy because many were joking with their friends.
--	--	--

Based on the table of observations above, the teaching and learning process was not optimal. There were still some indicators that must be improved, such as some students feeling sleepy in the middle of learning or when the researcher explained the material. Unlike during brainstorming where students were very enthusiastic in answering questions on wordwall.net, although there were still students who were not as enthusiastic as other students because of their lack of vocabulary mastery.

Apart from that, especially at the first meeting the students still looked passive when the teacher asked some questions about vocabulary for them. The cause of that is that many students were still shy and lacked mastery of their vocabulary. But even so, some students ask questions about vocabulary that they don't know the meaning of.

Besides that, there were also some indicators that did well even though they still needed to be improved in the next cycle. There were some indicators that made the researcher happy because all students were actively discussing and working together with their friends, even though the class was noisy because many were joking with their friends. And also, when brainstorming the students became very enthusiastic. Therefore, there were some things that must be

recognized and changed by the researcher for better improvement in the second cycle.

d. Reflection

Based on the result of the observation and the score of the students, there were some progress and good things that had been achieved by the students after the researcher implemented learning vocabulary using wordwall.net in the first cycle. But, there also some aspects in the teaching and learning that should be reorganized and changed for better improvement in the next cycle.

The first aspect that must be rearranged and replaced is that in the middle of learning some students feel sleepy, unlike during brainstorming. Therefore, researchers asked students to bring their smartphones. Researchers want to invite students to try to answer questions on wordwall.net themselves using their respective smartphones.

The second aspect that must be rearranged and replaced is the students still look passive when the teacher asks some questions about vocabulary for them. Therefore, researchers prepared more questions on wordwall.net so that students become more familiar with the vocabulary and can answer questions from researchers. Based on the explanation above, the researcher decided to continue the research to the next cycle.

2.1 Implementation of Cycle II

The second cycle conducted on October 23rd until October 25th 2023. This cycle divided into two meetings, one meeting for the implementation and one meeting for the post-test. The process of cycle II is elaborated as follows:

a. Planning

In this second cycle the researcher tries to overcome the problem in the first cycle. The researcher modified the previous lesson plan based on the results of reflecting in the first cycle. But before that, the researcher, in collaboration with the English teacher, had discussed the difficulties that existed in the first cycle and had planned ways so that in the second cycle these difficulties could be overcome. The plan is to ask students to bring their smartphones so that students can try to answer the questions on wordwall.net themselves and the researchers also added a Wordwall.net game that students will work on later. Apart from that, researchers also received input from English teachers to often go around and approach students who were joking with their friends. The teacher also prepared the post-test 2 to collect the data to know whether there were some students' improved scores from post-test 1 to post-test 2. Apart from that, the researcher also prepared an observation sheet to check the classroom atmosphere during the teaching and learning process.

b. Action

The action of the second cycle were addressed on October 23rd until 25th 2023. In this phase, the researcher acted as a teacher and implemented the teaching learning process according to the modified lesson plan. The following is the explanation of what the agenda in every meeting were:

1) First meeting

The first meeting in cycle 2 was conducted on Monday, October 23rd 2023. The duration of this meeting was 80 minutes, started at 12.30 p.m until 13.50 p.m. In the third meeting, the researcher opened the lesson by greeting and checking student attendance. Then the researcher announced the learning agenda for that day, namely reviewing the Greeting Card material, practicing vocabulary questions on wordwall.net via each student's cellphone and making Greeting Cards in groups. Just like before in the first cycle, before entering the learning agenda, the researcher invited students to brainstorm by learning vocabulary related to Greeting Cards. In the first game, the researcher use the Wordwall.net game Word Search type. Word Search itself teaches aspects of vocabulary mastery, including the meaning of the word and the writing form of the word. All students were starting to get used to the games on wordwall.net. After answering, the researcher asked the students to repeat what

the researcher said about the vocabulary on wordwall.net. Then, the researcher continued the second vocabulary game and did repeat what the researcher said about the vocabulary on wordwall.net. In the second game, the researcher use the Wordwall.net game Quiz type. Quiz itself teaches aspects of vocabulary mastery, including the meaning of the word and the grammatical behavior of the word.



Figure 4. 6 The Wordwall.net game

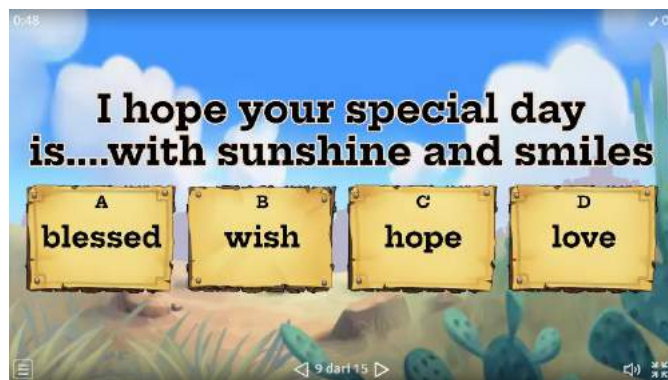


Figure 4. 7 The Wordwall.net game

After brainstorming, the researcher entered the first learning agenda, namely reviewing the Greeting Card material in the

LKS. The researcher asked "*What does the general structure of a greeting card consist of? Please raise your hand!*" students silent, no one answer. The teacher repeated the question again, and there were students answered "*I want to answer sir, the generic structurenya ada receiver, body dan sender sir*". Moving on to the second agenda, students try to do their own vocabulary exercises on wordwall.net. Students do vocabulary questions according to the link provided. The researcher gave 5 links to students and instructions on how to work on each link. The 5 links consist of 3 Wordwall.net games, namely Word Search, Match Up and Quiz. These 3 games teach aspects of vocabulary mastery, including the meaning of the word, the writing form of the word and the grammatical behavior of the word. Students were very enthusiastic about doing vocabulary exercises on wordwall.net, however there are still many students who need guidance in doing them. Apart from that, there were obstacles in doing this because smartphones don't support it. Some students' smartphones were having problems with loading for a long time when opening wordwall.net because the smartphones do not have enough support to open the wordwall.net website. There are also some students who enjoy playing alone by opening other applications. When students were working, the researcher

walking around and oversee the students so that the class is not noisy.



Figure 4. 8 The students worked on wordwall.net themselves on their smartphones



Figure 4. 9 The Wordwall.net game worked on by students

After that, students formed 7 groups containing 4 people to make greeting cards according to the theme they got. After completing the work, the researcher asked students to present the results of their work. All groups were able to present well. After making greeting cards, researchers tested the vocabulary that students had learned. The students answered the questions fluently without having to be given clues first. For closing the

researcher gave homework, that is making greeting cards individually and reminding them to do their homework LKS. And also provide suggestions for trying to practice other vocabulary questions at home because the next meeting will hold a post-test 2. Then the researcher closed the lesson with greetings.



Figure 4. 10 The Students make a greeting card

2) Second meeting

The last meeting was conducted on Wednesday, October 25th 2023. The duration of this meeting was 65 minutes, started at 8.40 a.m until 9.45 p.m. At the fourth meeting, the researcher opened the teaching and learning activities by greeting and checking student attendance. After that, the researcher announced the learning agenda for that day, the agenda was working on post-test 2 in order to know the students' achievement. Before starting the agenda, the researcher asked students to brainstorm by learning vocabulary related to greeting

cards. After answering, the researcher asked the students to repeat what the researcher said about the vocabulary on wordwall.net. After that, the researcher asked students to collect the greeting cards that had been made and match the LKS.



Figure 4. 11 The Students worked on post-test 2

After matching, then students work on post-test 2. Students work on post-test 1 with the same duration as before, that are 40 minutes. The form question of post-test 2 is still the same as the post-test 1. There were 28 students who worked on post-test 2. Students can work on post-test 2 themselves and not ask their friends. To maintain this, the researcher walking around the classroom. Students also understand how to do the questions and submit them on time. After that, the researcher tested the vocabulary related to greeting cards that had been studied by the students and then said goodbye to the students that the researcher's research was complete. The researcher closed the

teaching and learning activities with greetings. The researcher presented a table students score below:

Table 4. 4 The Results of Students' Vocabulary Mastery Tests (Pre-Tests, Post-Tests 1, Post-Tests 2)

No	Students' Name	Score		
		Pre-Test	Post-Test 1	Post-Test 2
1.	A C B	72	80	88
2.	A A N I	72	72	88
3.	A T M	84	84	92
4.	A F P	72	76	80
5.	A N S	72	76	80
6.	A R	32	56	72
7.	A F	36	56	72
8.	F H R	64	72	76
9.	G F W	56	64	84
10.	H K A	56	68	80
11.	H F H	76	80	84
12.	J R R	64	76	84
13.	K N S	80	80	88
14.	K J H	80	80	92
15.	K F U	64	72	80
16.	K A E	64	68	84
17.	K P K	48	56	72
18.	K A K	76	80	84
19.	M S K	48	56	72
20.	M F Y N R	64	72	76
21.	M H A F	40	56	76
22.	M N A	52	60	84

No	Students' Name	Score		
		Pre-Test	Post-Test 1	Post-Test 2
23.	N I M	76	80	92
24.	R F R	36	68	80
25.	S R A P	56	72	84
26.	S Z A A	56	72	84
27.	S A L P	52	68	76
28.	Z A S	44	60	76
	Total Score	1692	1960	2280
	Mean	60,4	70	81,4
	High Score	84	84	92
	Low Score	32	56	72

Table 4. 5 Result Students' Score on Pre-Test, Post-Test 1 and Post-Test 2

Test	Frequency	Percentage	Category
Pre-Test	6	21.4%	Passed
Post-Test 1	10	35.7%	Passed
Post-Test 2	24	85.7%	Passed

The result of the pre-test, the researcher calculated the mean score at first:

$$x = \frac{\sum X}{\sum N}$$

$$x = \frac{2280}{28}$$

$$x = 81.4$$

From the calculated results, the mean score on post-test 2 was 81,4. The highest score of the post-test 2 was 92, while the lowest score was 72. The mean score on post-test 1 before was 70. It can be concluded that there is a fairly significant increase in the results of post-test 1 and post-test 2. The data shows that there were 24 students or 85.7% who got scores above the KKM. In other words, there are 4 students who get scores below the criteria. After that, the researcher calculated the percentage of improvement from post-test 1 to post-test 2, showed that the post-test 2 can increase up to 50%. From the data above, it showed that the result of the cycle 2 was better than previous one. It can be concluded that the second post-test was succeeded because it exceeded the criterion of success in CAR, which is 75 of the total students in the class and wordwall.net web-based learning could enhance the students' vocabulary mastery.

c. Observation

1) The Result of Observation in the Second Cycle

The indicators which were observed during the teaching and learning process in the second cycle were just the same as in the first cycle. In this step, there were also 9 indicators used to know the students' activities like in learning process previously. The results of the observation in the first cycle can be seen as follows:

Table 4. 6 The Results of The Observation in The Second Cycle (Adapted from Asrul, 2013)

No	Indicator	Description
1.	Asking question to their teacher if there is an instruction which is not clear	Students are increasingly active in asking researchers when there are instructions that they do not understand.
2.	Students are enthusiastic in learning English	Most students became enthusiastic when they tried to answer questions on wordwall.net themselves using their respective smartphones.
3.	Work on assignments according to teacher' instruction and on time	All students do assignments according to instructions and complete them on time.
4.	Difficult in remembering new vocabularies	Most students find it easier to memorize new vocabulary.
5.	Not feeling sleepy during the teaching and learning process	After students were asked to bring smartphones to work on wordwall.net game questions, students became active and enthusiastic in learning English.

6.	Showing their curiosities with asking question to their teacher and friends	Most students started to actively ask questions, especially to their friends, and some asked researchers about vocabulary.
7.	Doing assignments from their teacher well	All students did the task of making greeting cards well.
8.	Thinking and are not hopeless for looking for answer using books or asking to their friends	There were still 1 or 2 students who tried to ask their friends.
9.	Discussing and working together with their friends in doing their assignments	All students are still active in discussing and working together with their friends, but the class conditions are no longer too noisy.

Based on the table above, there was a significant increase in students' behavior in the class. Students became enthusiastic about learning English and found it easy to remember new vocabulary after they tried to answer questions on wordwall.net themselves using their own smartphones.

Because they were used to wordwall.net and have taught for four meetings, students were no longer embarrassed and their vocabulary mastery has also increased. Apart from that, students can answer vocabulary questions fluently when tested by

researchers. They can answer without having to be given instructions first.

Student activity remains the same, where they were active in discussing and working together. The class situation was also not too noisy because they had reduced joking with their friends. Apart from that, in carrying out the tasks, both making greeting cards and post-test 2, they did well.

2) The Results of Students Interview

To strengthen the results of the observations above, researchers also conducted interviews with students. The interview was held on Wednesday, October 25th, 2023. It started from 9.55 a.m. in this interview, the researcher asked five questions about the students' perception during teaching learning by using wordwall.net. Based on the interview, the researchers concluded that they felt enjoy and enthusiastic in learning English vocabulary through wordwall. When the researcher asked about whether it is necessary to use media in learning English, ATM said " *Perlu mas biar lebih jelas, karena kalau cuma penjelasan dari guru itu kayak agak kurang gitu mas.*" Also AVP said " *Iya perlu mas, soalnya kalau gak pake media jadi cepet bosan.*" According to the student's answer, this is in line with the 2nd and 5th observation indicators that using wordwall.net media makes students enthusiastic and does not

make students feel sleepy in learning English because they were not bored.

Apart from that, the researchers also asked about the effect of using wordwall.net on aspects of their vocabulary mastery such as the meaning of the word, the writing form of the word and the grammatical behavior of the word. MHAF said "*Pasti ada mas, contohnya sekarang jadi tahu kalau grateful artinya bisa bersyukur sama bisa berterimakasih.*" MSK also said "*Ada efeknya mas, sekarang jadi lebih paham dalam menyusun kata acak yang benar*". And also HFH said "*Ada peningkatan mas, bisa tau cara pengejaan kata disappointed yaitu d-i-s-a-p-p-o-i-n-t-e-d*". From these answers, there is continuity with observation indicators 4, 5, 7, and 8. After learning vocabulary using wordwall.net, students find it easier to memorize new vocabulary. Therefore, students can do assignments well, according to instructions and on time. Also when doing post-test 2 they were confident in their abilities and did it themselves, even though there were still 1 or 2 people who were still cheating on their friends. As a result, most of them felt that their vocabulary mastery was significantly improved by the wordwall.net. This can be seen from their scores which are increasing from post-test 1 to post-test 2.

d. Reflection

Based on the result of the observation and the score of the students, the process of teaching and learning process using wordwall.net run well. The result of cycle 2 was be better than cycle 1. There was significant increase in this cycle. The condition of the class was getting better than before. The students have serious in doing the assignment and students become enthusiastic in learning English. Students also become more active and fluent in answering questions.

The students' achievement in vocabulary mastery in cycle 2 was better improved. There were 24 students or 85,7% who get score above the minimum criteria. The improvements can be recognized by comparison the students mean score of pre-test and mean score of post-test. The students mean score of pre-test was 60,4, the students mean score of post-test 1 was 70 and mean score post-test 2 was 81,4. According to the result of the cycles, it could be assumed that implementing of Classroom Action Research in enhancing students' vocabulary mastery could be accomplished well. Therefore, the researcher concluded that this study should not be continued because the Classroom Action Research has been completed.

B. Discussion

This part discussed how the wordwall.net can improved students' vocabulary mastery and this part showed that wordwall.net effect to the students' vocabulary mastery on the improving vocabulary mastery.

This study used a four-phase design of classroom action research (CAR). Planning, acting, observing, and reflecting are those. Two cycles of this research design were conducted.. The subjects consisted of 28 students 8A3 of MTs N 2 Surakarta. The use of wordwall.net to enhance students' vocabulary mastery was proven by the results of the research. The results showed that there were improvements in students' vocabulary mastery through wordwall.net. Vocabulary, in the opinion of Jack C. Richards and Willy A. Renandya (2002: 255), is an essential part of language mastery and establishes a lot of the basis for how effectively students speak, listen, read, and write. As a pre-research, the researcher conducted a pre-observation. Before implementing this plan of action, the main issue with the teaching and learning process in the classroom was that students had trouble retaining new vocabulary. students had a lack of motivation in learning English and students needed a variation of strategies and media in mastering English vocabulary. To solve the issues that were being observed, the researcher used treatments that included two rounds.

Before implemented the wordwall.net, the researcher gave a pre-test to know the students' vocabulary mastery. The results of the pre-test showed that the students' vocabulary mastery in this class was still low. The mean score on the pre-test was 60.4 and only 6 students got a score above the KKM. The results of the

pre-test indicated that the researcher should give treatments to the students. In other hand, the researcher should give improvement to the students' vocabulary mastery.

In the first cycle, the pre-research issues and the pre-test results were used by the researcher to plan the lesson. The lesson plan was separated into two meetings, and the implementation phase was next stage. In the first meeting, the researcher implemented wordwall.net to the students. Students' first impression of wordwall.net is good, students were enthusiastic in answering questions on wordwall.net. Wordwall.net as an online website platform facilitates students to enjoy learning by playing online games through their own smartphone. Alpatikah (2022) says that "The use of wordwall.net as an online learning platform gives students the opportunity to solve their boredom during the teaching and learning process". The researcher used this wordwall.net media to help students' vocabulary mastery and make students more enthusiastic in learning English. Looking to the age of the students, they were in the young teenager age, around 12-14 years old. Students in those ages are interested in the online video game easily, because technologies of digital environment have evolved in their everyday lives since they came into the world (Tootell et al., 2014, p. 82). Therefore, the students, as the participants of this research, were interested in learning English through the wordwall.net platform, because they were common with the digital environment.

The researcher carried out treatments by giving 3 wordwall.net games for students to play. These 3 games teach aspects of vocabulary mastery, including the meaning of the word, the writing form of the word, and the grammatical behavior

of the word. According to Nation (in Norbert Schmitt 2000; p.5) a person needs to master the following variety of knowledge in order to understand a word, they were: the meaning of the word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the associations of the word, the frequency of the word. In the second meeting, the researcher conducted post-test 1 to determine students' achievement on vocabulary mastery after receiving the treatments. As a result, the mean score increased to 70 and the number of students who received the KKM became 10 students or 35.7%. This is because there were still many students who are not familiar with wordwall.net when brainstorming and doing practice questions. Apart from that, some students feel sleepy in the middle of learning, unlike during brainstorming. Because the number of students who scored above the KKM was still below 75% of the total number of students, the researcher concluded that the research would continue to the next cycle.

In the second cycle, the researcher created a lesson plan that addressed the issue from the previous cycle. The lesson plan's implementation came next. During the initial meeting, the researcher introduced the students to the modified version of wordwall.net. The students started to be able to follow along and provide accurate answers. The researcher carried out treatments by providing a total of 7 wordwall.net games for students to play. These 7 games teach aspects of vocabulary mastery, including the meaning of the word, the writing form of the word, and the grammatical behavior of the word. Thornburry (2002) said that mastering a language's vocabulary is a matter of memorizing extensive lists of

English words. The researcher provided 7 wordwall.net games with the aim of making students more familiar with wordwall.net and its vocabulary and making it easier to remember new vocabulary.

Apart from that, the students worked on 5 wordwall.net games at their own pace via their respective smartphones. This is so that students don't feel bored and can experience the challenges that wordwall.net provides, namely getting a high score and being at the top of the leaderboard in each game. Alpatikah (2022) said that wordwall.net games also had goals, which got the high scores by finishing the game as fast as the participant could. In addition, there were problems when students try to work on the wordwall.net game themselves. Not all students' smartphones can access wordwall.net smoothly so learning activities take a long time.

In the second meeting, the researcher conducted post-test 2 to know students' achievement on vocabulary mastery after receiving the modified treatments. As a result, the mean score increased to 81.4 and students who got a score above the KKM became 24 students or 85.7%. There were several factors that made this stage a success, including students being familiar with wordwall.net and its vocabulary so that they could play the wordwall.net game via smartphone well. During the treatment, they also don't feel bored. Even so, there were 4 students or 14.3% who still got scores below the criteria. This is because when they are asked to open the wordwall.net link, they instead open another application and enjoy playing alone. So this makes students unable to learn vocabulary on wordwall.net optimally. The post-test of cycle 2 has fulfilled the target of Classroom Action

Research (CAR) success because students who got a score above the KKM have exceeded 75% of the number of students in class 8A3.

These results are in line with research conducted by Erlin Alpatikah (2022) that wordwall.net as an online website platform facilitated students to enjoy learning by playing online games through their own devices and gave the students chance to overcome their boredom. By using wordwall.net as a medium in teaching English vocabulary, this has a significant effect on improving student's vocabulary mastery. From the explanation above, it can be concluded that the result of implementation of wordwall.net in enhancing students' vocabulary mastery at eight grade (8A3) of MTs N 2 Surakarta in the academic year 2023/2024 was success.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

According to the results and discussion in the previous chapter of this research, the researcher concluded that Wordwall.net can enhance students' vocabulary mastery at the eight grade of MTs N 2 Surakarta in the academic year 2023/2024. It could be seen by the students' mean score was increased. The mean score of pre-test was 60.4, while the mean score of post-test 1 in cycle 1 was 70. So, it can be concluded that there was a fairly significant increase in the results of pre-test and post-test 1. Even so, the improvement was still needed so the researcher conducted the cycle 2 that was ended by post-test 2. The mean score of post-test 2 was 81.4. Not only that, the number of students who get scores above the KKM also increases in each test. In the pre-test, only 6 students got a score above the KKM or 21.4%, then there was an increase in post-test 1 to 35.7% or 10 students. And in post-test 2, there was a drastic increase to 85.7% or 24 students who got a score above the KKM. Meanwhile, there were only 4 students who scored below the criteria.

Furthermore, there was a significant improvement in the mean score of each test. It was also indicated by teaching vocabulary mastery through wordwall.net could be improved because students learn English in a fun way and not boring anymore. Based on the explanation above, it can be concluded that using wordwall.net as a media can significantly enhance the students' vocabulary mastery at the eighth grade of MTs N 2 Surakarta.

B. Suggestions

The researcher proposes some suggestion as follows:

1. For the English Teacher

The teacher should facilitate more media that will use in teaching English vocabulary, to engage student's interest in mastering English vocabulary. It is important for the teacher because it can reduce the students' boredom and monotonous during teaching and learning process. Wordwall.net platform has proved that it is worth being used to improve students' vocabulary mastery. It can overcome students' perceptiveness about remembering a lot of vocabulary through memorizing to the fun ways by playing games. Apart from that, teachers need to prepare a longer learning time to anticipate students' smartphones not supporting wordwall.net. And teachers need to pay more attention to students who enjoy playing alone so that learning is more optimal.

2. For the Students

Through wordwall.net platform, students are expected to increase their interest to master English vocabulary when learning English either in class or outside class. If students access vocabulary games in wordwall.net platform often, they can indirectly have higher vocabulary mastery.

3. For Other Researchers

The researcher hopes that the next researcher can conduct a study about using wordwall.net with different types of games and further explore the features on wordwall.net so that they can be used to teach other English skills.

BIBLIOGRAPHY

- Alpatikah, E. (2022). *The Effect of Using Wordwall.net on Students' Vocabulary Mastery*. Jakarta: Syarif Hidayatullah State Islamic University Jakarta.
- Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*, 3(3), 21-34.
- Anggraini, T. (2018). *The Use of Word Walls Media to Improve Students' Vocabulary Mastery at The Eighth Graders of SMP Negeri 10 Metro*. Lampung: The State Institute for Islamic Studies of Metro.
- Anuthama. (2010). Strategies for Teaching Vocabulary. *Journal of Nelta*, 15(1-2), 10-15. doi:<https://doi.org/10.3126/nelta.v15i1-2.4603>
- Ar-Rahmah, A. N. (2021). *Pengembangan Evaluasi Pembelajaran Berbasis Game Edukatif Menggunakan Platform Wordwall.net pada Siswa Kelas SDIT Al-Mishbah Sumobito Jombang*. Malang: UIN Maulana Malik Ibrahim Malang.
- Asrori, & Rusman. (2020). *Classroom Action Research: Pengembangan Kompetensi Guru*. Banyumas: CV. Pena Persada.
- Asrul, M. (2013). *Using Flash Card Modification in Improving Students' Pronunciation at The Second Grade of Datuk Ribandang Junior High School Makassar*. Makassar: Alauddin State Islamic University of Makassar.
- Biemiller, A. (2003). Vocabulary: Neede if more children are to read well. *Reading Psychology*, 24(3-4), 323-335.
- Burns, A. (2010). *Doing Action Research in English Language Teaching*. New York: Madison Ave.
- Cil, E. (2021). The Effect of Using Wordwall.net in Increasing Vocabulary Knowledge of 5th Grade EFL Students. *Language Education & Technology (LET Journal)*, 1(1), 21-28.
- Ginawan, I. (2013). *Metode Penelitian Kualitatif: Teori dan Praktik*. Jakarta: Bumi Aksara.

- Hajis, R. (2014). *Improving Students' Vocabulary By Using Visual Media at SMP Negeri 10 Makassar*. Makassar: Alauddin State Islamic University of Makassar.
- Handy. (2020, August 13). *Materi Bahasa Inggris Kelas 8: Greeting Card Text*. Retrieved July 15, 2023, from [mediaingris.com: https://www.mediaingris.com/2020/08/materi-bahasa-inggris-kelas-8-greeting.html](https://www.mediaingris.com/2020/08/materi-bahasa-inggris-kelas-8-greeting.html)
- Ikbal. (2021). *Improving Students' Vocabulary by Using Word Wall Media at The Second Grade of SMPN 8 Palopo*. Palopo: State Islamic Institute of Palopo.
- Ilahi, L. W., Komara, C., & Ismail, Y. (2022). EFL Students' Perception of Wordwall.net Used as Media for Learning English Grammar. *UHAMKA International Conference on ELT and CALL*, 313-322.
- Istiqomah, U. (2022). *The Effectiveness of Using Crossword Labs to Teach Vocabulary Mastery at The Eleventh Grade Students of SMA N 1 Weru in The Academic Year 2022/2023*. Surakarta: IAIN Surakarta Repository.
- Kemmis, S., & McTaggart, R. (1998). *The Action Research Planner*. Deakin University.
- Lidiasari, Y., Sofian, S., & Supardi, I. (2017). Using Scrabble Game in Improving Students' Vocabulary Mastery of SMP Negeri 1 Jawai. *Jurnal Pendidikan dan Pembelajaran*, 6(12). doi:<http://dx.doi.org/10.26418/jppk.v6i12.23217>
- Mazelin, N., Ng, M. M., Jeyaraja, S. B., Maniam, M., Xiaoqi, Z., & Jingjing, Z. (2022). Using Wordwall to Improve Students' Engagement in ESL Classroom. *International Journal of Asian Social Science*, 12(8), 273-280.
- McKimm, J., Jollie, C., & Cantillon, P. (2003). ABD of learning and teaching: Web based learning. *BMJ*, 326(7394), 870-873. doi:<https://doi.org/10.1136/bmj.326.7394.870>
- Moleong, L. J. (2000). *Metode Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.

- Prastowo, A. (2012). *Metode Penelitian Kualitatif Dalam Perspektif Rancangan Penelitian*. Yogyakarta: AR-RUZZ MEDIA.
- Ramadhan, K., & Zaharani, H. (2021). The Effect of Word Wall Media on Students' Vocabulary Mastery. *FISK*, 2(1), 31-40.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching*. New York: Cambridge University Press.
- Ruzimuratova, M. I. (2021). The Importance of Vocabulary and Using Techniques in Teaching Foreign Language. *Theoretical & Applied Science*, 94(2), 345-349.
- Saldana, Huberman, & Miles. (2014). *Qualitative Data Analysis*. America: SAGE Publications.
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. New York: Cambridge University Press.
- Setiyadi, B. (2006). *Metode Penelitian Untuk Pengajaran Bahasa Asing*. Yogyakarta: Graha Ilmu.
- Setiyawati, D. (2019). *Improving Students' Vocabulary Through Spelling Bee Game at the Fourth Grade students of SD IT Al-Jabar Gondang Sragen in the Academic Year 2016/2017*. Surakarta: UIN Raden Mas Said Surakarta.
- Sudjono, A. (2014). *Pengantar Statistic Pendidikan*. Jakarta: PT. Raja Grafindo Persada.
- Sugiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif*. Bandung: CV. Alfabeta.
- Thornbury. (2002). *How to Teach Vocabulary*. England: Pearson Education.
- Tootell, H., Freeman, M., & Freeman, A. (2014). Generation Alpha at he Intersection of Technology, Play and Motivation. *Proceedings of the Annual Hawaii International Conference on System Sciences*, 82-90.
- Wells, J., & Narkon, D. E. (2012). A Comparison of Traditional Versus Electronic Word Wall Instruction on Word Identification in Kindergarteners with

Developmental Disabilities. *Electronic Journal for Inclusive Education*, 2(9), 1-22.

Widayati, A. (2008). Penelitian Tindakan Kelas. *Jurnal Pendidikan Akuntansi Indonesia*, 6.

Wijaya, C., & Syahrin. (2013). *Penelitian Tindakan Kelas: Melejitkan Kemampuan Penelitian untuk Meningkatkan Kualitas Pembelajaran Guru*. Bandung: Citapustaka Media Perintis.

APPENDICES

Appendix 1: Interview Result

A. Interview Guideline

Students' Interview Guideline

No	Research Problem	Aspect	Indicators	Question
1.	Can the use of wordwall.net enhance vocabulary mastery of eight grade students MTs N 2 Surakarta in the academic year 2023/2024?	Students should be proficient in the following vocabulary aspects: pronunciation and spelling (the meaning of the word), grammar (grammatical behavior of the word), and meaning (the meaning of the word). (Ur in Dewi Nur H 2017; p.24)	Check students' perception about enhancing their vocabulary mastery using wordwall.net as learning media	<ol style="list-style-type: none"> 1. In your opinion, is it necessary to use media in teaching English? Why? 2. After studying vocabulary mastery using wordwall.net, is there any effect of using wordwall.net on your grades? 3. After studying vocabulary mastery using wordwall.net, is there any effect on knowing the meaning of a word? 4. After studying vocabulary mastery using wordwall.net is there any effect on your grammar mastery? 5. After studying vocabulary master using wordwall.net is there any effect on spelling mastery?

Appendix 1 : Interview Result

B. Interview Transcript

Interviewee : Shofawi Abdul Manan

Time : 9.55

Narasumber : H F H

Venue : Classroom Corridor

Day and Date : Wednesday, 25th October 2023

I: Interviewer

S: Students

1. I: Menurut kamu, apakah dalam pengajaran Bahasa Inggris perlu menggunakan media? Mengapa?
S: Iya mas perlu, biar lebih mudah memahami
2. I: Setelah belajar vocabulary menggunakan wordwall.net, apakah ada efek dalam penguasaan kosakata baru?
S: Ada mas, Sebagian telah menguasainya
3. I: Setelah belajar vocabulary menggunakan wordwall.net, apakah ada efek dalam mengetahui arti dari suatu kata?
S: Ada mas. Contohnya bisa tau kalau *occasion* itu artinya kesempatan bukan cuma chance aja yang artinya kesempatan
4. I: Setelah belajar vocabulary menggunakan wordwall.net, apakah ada efek dalam penguasaan grammar kamu?
S: Ada mas, walaupun sedikit meningkat.
5. I: Setelah belajar vocabulary menggunakan wordwall.net, apakah ada efek dalam penguasaan spelling kamu?
S: Ada peningkatan mas, bisa tau cara pengejaan kata *disappointed* yaitu d-i-s-a-p-p-o-i-n-t-e-d

Appendix 2: Lesson Plan**RENCANA PELAKSANAAN PEMBELAJARAN****Satuan Pendidikan : MTs Negeri 2 Surakarta****Kelas : VIII/Ganjil****Alokasi Waktu : 2 (meetings) X 80 menit****Mata Pelajaran : Bahasa Inggris****Materi Pokok : Chapter V I'm So Happy for You****Sub Materi : We will learn the social function, text structure, and language features of greeting card****A. KOMPETENSI INTI**

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR

- 3.5. Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk *greeting cards*, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.5.1 Mengidentifikasi tujuan penulisan beberapa teks khusus dalam bentuk *greeting cards* terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.
- 3.5.2 Menemukan informasi rinci yang terdapat dalam teks khusus dalam bentuk *greeting cards* terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.
- 3.5.3 Mengidentifikasi struktur beberapa teks khusus dalam bentuk *greeting cards* terkait dengan hari-hari spesial sesuai dengan konteks penggunaannya
- 3.5.4 Menggunakan ungkapan selamat pada beberapa teks khusus dalam bentuk *greeting cards* sesuai dengan konteks penggunaannya.

D. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran menggunakan model pembelajaran Problem Based Learning, dengan metode literasi, eksperimen, praktikum, dan presentasi dengan menumbuhkan sikap menyadari kebesaran Tuhan, sikap gotong royong, jujur, dan berani mengemukakan pendapat, peserta didik dapat :

- a. Peserta didik mampu mengidentifikasi tujuan penulisan beberapa teks khusus dalam bentuk *greeting cards* terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.
- b. Peserta didik mampu menemukan informasi rinci yang terdapat dalam teks khusus dalam bentuk *greeting cards* terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.
- c. Peserta didik mampu mengidentifikasi struktur beberapa teks khusus dalam bentuk *greeting cards* terkait dengan hari-hari spesial sesuai dengan konteks penggunaannya
- d. Peserta didik mampu menggunakan ungkapan selamat pada beberapa teks khusus dalam bentuk *greeting cards* sesuai dengan konteks penggunaannya.

E. LANGKAH-LANGKAH (KEGIATAN) PEMBELAJARAN

KEGIATAN PENDAHULUAN (10 Menit)	
<p>Penguatan Pendidikan Karakter</p> <ul style="list-style-type: none"> ❖ Guru melakukan tegu sapa dengan peserta didik dan menanyakan kondisinya ❖ Guru meminta salah satu peserta didik untuk memimpin doa sebelum pembelajaran dimulai ❖ Guru memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Guru melakukan apersepsi yaitu mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik, dengan bertanya misalnya : <i>A whose birthday is today?/ whose birthday is on this month?</i> ❖ Materi yang akan dipelajari oleh peserta didik adalah: kartu ucapan (<i>greeting card</i>) ❖ Guru memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung 	
KEGIATAN INTI (60 Menit)	
<p>Metode pembelajaran : Problem Based Learning Pendekatan : Metode Scientific</p>	<p>Mengamati (Literasi)</p> <ul style="list-style-type: none"> ❖ Guru melakukan <i>brainstorming</i> dengan peserta didik menggunakan <i>wordwall.net</i> melalui LCD. https://wordwall.net/resource/61672700/vocabulary-gc-1 ❖ Guru menampilkan contoh <i>greeting card</i> melalui LCD ❖ Peserta didik mengamati gambar <i>greeting card</i> yang ditayangkan di LCD ❖ Peserta didik membaca kalimat yang terdapat dalam <i>greeting card</i> dengan seksama
<p>Proyek: membuat kartu ucapan (<i>greeting card</i>)</p>	<p>Menanya (Critical Thinking)</p> <ul style="list-style-type: none"> ❖ Peserta didik membaca teks <i>greeting card</i> yang ditayangkan di LCD sekali lagi dan mengajukan pertanyaan untuk memahami teks atau menanyakan kosa kata sulit dalam teks <i>greeting card</i> ❖ Guru mengajukan beberapa pertanyaan secara lisan mengenai teks <i>greeting card</i> tersebut. Contoh:

<p>dengan kreatifitas dari masing-masing peserta didik dengan tetap memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks .</p>	<div data-bbox="673 310 1242 667" data-label="Image"> </div> <ul style="list-style-type: none"> • <i>What is it?</i> • <i>What type of greeting card is it??</i> • <i>Why did Hamish send this greeting card?</i> • <i>To whom is the card for?</i> • <i>What did Hamish wish to Raisa?</i>
<p>Deskripsi : Kartu ucapan (greeting card)</p>	<p>Mengumpulkan Informasi (Kegiatan Literasi & Collaboration)</p> <ul style="list-style-type: none"> ❖ Peserta didik mengamati beberapa teks <i>greeting card</i> dan informasi di dalamnya serta membaca rujukan dari berbagai sumber, termasuk buku teks.. ❖ Peserta didik diminta mengidentifikasi tujuan dari penulisan <i>greeting card</i>. ❖ Peserta didik diminta mengidentifikasi struktur penulisan teks khusus dalam bentuk <i>greeting card</i>. ❖ Peserta didik diminta mengidentifikasi unsur-unsur kebahasaan yang ditemukan pada <i>greeting card</i> tersebut
<p>Alat, Bahan, dan Media:</p> <ul style="list-style-type: none"> • Buku • Referensi Digital • Alat Tulis 	<p>Menalar/Mengasosiasi (Kerjasama & Berpikir Kritis)</p> <ul style="list-style-type: none"> ❖ Guru menunjukkan beberapa soal latihan tentang teks <i>greeting cards</i> di wordwall.net dengan menggunakan LCD https://wordwall.net/id/resource/61470489/pre-test https://wordwall.net/id/resource/12895694/vocabulary-on-greeting-card https://wordwall.net/id/resource/5154806/greeting-card ❖ Guru membagi peserta didik menjadi beberapa kelompok ❖ Guru membagikan LKPD 1 dan LKPD 2 kepada peserta didik untuk dikerjakan dalam kelompok (pengetahuan). ❖ Guru memberikan instruksi cara pengerjaan LKPD 1 dan LKPD 2. ❖ Peserta didik dalam kelompok mengerjakan LKPD 1 dan LKPD 2. ❖ Selama peserta didik mengerjakan, guru berkeliling membantu peserta didik yang kesulitan dan melakukan penilaian sikap..

<ul style="list-style-type: none"> • Sumber Internet • Modul 	<p>Mengomunikasikan (Communication) & Creativity (Kreativitas)</p> <ul style="list-style-type: none"> ❖ Guru dan peserta didik lainnya bersama-sama membahas LKPD 1. ❖ Peserta didik dengan kelompoknya mempresentasikan LKPD 2 secara lisan di depan kelas secara bergantian. ❖ Peserta didik yang tidak presentasi memperhatikan temannya yang presentasi, setelah itu saling memberikan komentar atau memberikan pertanyaan jika ada bagian yang tidak dipahami
PENUTUP (10 Menit)	
<ul style="list-style-type: none"> ❖ Peserta didik melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. ❖ Guru memberikan penguatan dan kesimpulan tentang materi yang sudah dipelajari. ❖ Guru memberikan tugas kepada peserta didik (PR), dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya ❖ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. ❖ Guru meminta salah satu peserta didik untuk memimpin doa sebelum pulang. ❖ Guru memberi motivasi dan salam . 	

F. PENILAIAN PEMBELAJARAN

Penilaian sikap : Observasi selama pembelajaran berlangsung tentang kerjasama, disiplin, dan tanggung jawab.

Penilaian pengetahuan

- **Tes Tertulis** : Mengerjakan Lembar Kerja Peserta Didik (LKPD) 1 dan 2 tentang kartu ucapan (*greeting card*).
- **Proyek/PR** : -

Mengetahui,
Guru Pendamping



Siti Rofi'ah, S. Ag., M. Pd.

Surakarta, 11 Oktober 2023

Peneliti



Shofawi Abdul Manan

MATERI PEMBELAJARAN

1. Vocabulary

- *Championship* : kejuaraan
- *Celebration* : perayaan
- *Champion* : juara
- *Get well soon* : semoga lekas sembuh
- *Achievement* : prestasi
- *To congratulate* : untuk menyelamati
- *Condolence* : bela sungkawa
- *Proud* : bangga
- *Receiver* : penerima
- *Wish* ; berharap

2. Warmers



Guru bertanya mengenai gambar yang ditunjukkan;

- 1) What is it?
- 2) What type of greeting card is it?
- 3) Why did Hamish send this greeting card?
- 4) To whom is the card for?
- 5) What did Hamish wish to Raisa?

3. Definisi (*Definition*)

Greeting card atau kartu ucapan adalah kartu yang berisikan ilustrasi untuk memberikan ucapan selamat atau rasa perihatin kepada seseorang. Dalam beberapa situasi, kartu tersebut bisa dikirimkan. Contohnya, ketika kamu ingin mengucapkan selamat atas hal baik, seperti ulang tahun, pernikahan, hari raya, dan lainnya. Maka kartu ini adalah kartu ucapan yang kamu berikan pada si penerima untuk menunjukkan bahwa kamu turut berbahagia dengan kebahagiaan yang dirasakan oleh si penerima. Situasi kedua adalah greeting card yang menunjukkan rasa simpati, rasa ikut sedih karena hal yang kurang menyenangkan terjadi. Misalnya, ketika si penerima sedang sakit atau si penerima sedang kehilangan salah satu keluarganya.

4. Fungsi Sosial (*Social Function*)

Tujuan dari greeting card adalah to greet/congratulate someone on certain event. Yakni untuk mengucapkan selamat kepada seseorang yang mengadakan acara. Dan juga to show our sympathy to others. Yakni untuk menunjukkan rasa simpati kita kepada orang lain karena hal kurang baik terjadi. Serta to wish someone yakni untuk mendoakan seseorang.

5. Jenis Kartu Ucapan (*Types of Greeting Card*)

1. Birthday Card
2. Congratulation Card
3. Graduation Card (Graduation celebration card)
4. Getting Well Card
5. Thanking Card
6. Public/ National Holiday Card

7. Baby Born Card

8. Wedding Card

5. Struktur Teks (*Generic Structure*)

a) Receiver/ Receiver

To whom the card is addressed, usually the name of the recipient of the greeting card is listed.

b) Body/ Contents

In this body section there are several contents, namely:

- 1) Quote: A quote or wish of the sender related to a special event or day.
- 2) Picture: An illustration of a picture related to a special event or day.
- 3) Expression: Congratulations (congratulation expression) or sympathy (sympathy expression)

c) Sender/ Sender

Fill in the name of the sender of the greeting card.

6. Unsur Kebahasaan (*Language Features*)

a) The following are exaple of expressions used in greeting card: (Berikut adalah contoh ungkapan-ungkapan yang digunakan dalam kartu ucapan)

- Congratulations on your newly born beautiful baby girl! (Selamat atas kelahiran bayi perempuan cantikmu!)
- Happy Graduation! (Selamat atas kelulusanmu!)
- Congratulation on your wedding! (Selamat atas pernikahanmu!)
- Happy New Year! (Selamat tahun baru!)

- Happy Lebaran Day! Happy IedulFitri! (Selamat Lebaran! Selamat Hari Raya Idul Fitri!)
- May all your dreams come true! Best wishes for you. (Semoga semua cita-citamu menjadi kenyataan. Doa yang terbaik untukmu.)

b) Personal Pronouns (Kata Ganti Personal)

Personal Pronoun Chart

Subjective	Objective	Possessive	Reflexive
I	Me	My, Mine	Myself
We	Us	Our, Ours	Ourselves
You	You	Your, Yours	Yourself
He	Him	His	Himself
She	Her	Her, Hers	Herself
They	Them	Their, Theirs	Themselves



Examples



- ✓ The secretary notified **us** today.
- ✓ My uncle sent **you** an e-mail.
- ✓ For **her**, I would do anything.
- ✓ This is **your** table.
- ✓ This is your table. It is similar to **mine**.
- ✓ I wash the car **myself**.
- ✓ He completed his assignments **himself**.



LEMBAR KERJA PESERTA DIDIK 1
(LKPD)

Instruction 1: Match the correct greeting card on the right side based on the situation given on the left side in the table below

No	Situation		Greeting Card
1	Your sister will be turned 17 th in the end of the month.	a.	
2	Your friend won a singing competition.	b.	
3	Your grandpa is being hospitalized.	c.	

4	Your friend is celebrating Christmas day.	d.	
5	Your friend has lost his father on an accident.	e.	

Instruction 2 : Write your answers in the following table!

No	Situations	Greeting Card
1.
2.
3.
4.
5.

**LEMBAR KERJA PESERTA DIDIK 2
(LKPD)**

Instructions 1 : Please read the greeting cards below and compare the social function, generic structure and language features each of them!

Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Instruction 2 : Choose 2 picture and then fill in the blank table below based on the greeting cards in picture above!

	Social Function	Receiver	Quote	Expression	Sender
Picture ...					
Picture ...					

ANSWER KEY**Lembar Kerja Peserta Didik 1**

No	Situations	Greeting Card
1.	Your sister will be turned 17 th in the end of the month.	c
2.	Your friend won a singing competition.	a
3.	Your grandpa is being hospitalized	e
4.	Your friend is celebrating Christmas day	b
5.	Your friend has lost his father on an accident	d

Lembar Kerja Peserta Didik 2

	Social Function	Receiver	Quote	Expression	Sender
Picture ...	To congratulate someone on his/her birthday	Haris	May God facilitate you to achieve your expectations	Happy Birthday	Faruq
Picture ...	To congratulate someone on his/her wedding	Heni & Handy	On this beautiful and lovely occasion, I wish you showers of love	Congratulation on your wedding	Atta Geledak Badai
Picture 3	To congratulate someone on winning a competition	Handy		Congratulation on your success in poetry reading competition	Angga
Picture 4	To express hope for another person's recovery.	Meysiska	I'm praying for your quick recovery	Get better soon	Yayang
Picture 5	To congratulate someone on the birth of their child.	Aunty Melvin	I cannot wait to playing football with him	Congratulation for the new baby	Kiki

Appendix 2: Lesson Plan**RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan	: MTs Negeri 2 Surakarta
Kelas	: VIII/Ganjil
Alokasi Waktu	: 2 (meetings) X 80 menit
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Chapter V I'm So Happy for You
Sub Materi	: We will learn to make a greeting card

G. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

H. KOMPETENSI DASAR

- 3.6. Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk *greeting cards*, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.

4.5 Menyusun teks khusus dalam bentuk *greeting cards*, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

I. INDIKATOR PENCAPAIAN KOMPETENSI

3.5.5 Menemukan informasi rinci yang terdapat dalam teks khusus dalam bentuk *greeting cards* terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.

3.5.6 Mengidentifikasi struktur beberapa teks khusus dalam bentuk *greeting cards* terkait dengan hari-hari spesial sesuai dengan konteks penggunaannya.

4.5.1. Membuat kartu ucapan (*greeting card*) menggunakan ungkapan dan tata bahasa yang benar.

4.5.2. Mendesain kartu ucapan (*greeting card*) terkait hari-hari spesial.

J. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran menggunakan model pembelajaran Problem Based Learning, dengan metode literasi, eksperimen, praktikum, dan presentasi dengan menumbuhkan sikap menyadari kebesaran Tuhan, sikap gotong royong, jujur, dan berani mengemukakan pendapat, siswa dapat :

- e. Peserta didik mampu menemukan informasi rinci yang terdapat dalam teks khusus dalam bentuk *greeting cards* terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.
- f. Peserta didik mampu mengidentifikasi struktur beberapa teks khusus dalam bentuk *greeting cards* terkait dengan hari-hari spesial sesuai dengan konteks penggunaannya.
- g. Peserta didik mampu membuat kartu ucapan *greeting card* menggunakan ungkapan dan tata bahasa yang benar dengan tepat.
- h. Peserta didik mampu mendesain kartu ucapan (*greeting card*) terkait hari-hari spesial dengan baik dan benar

K. LANGKAH-LANGKAH (KEGIATAN) PEMBELAJARAN

KEGIATAN PENDAHULUAN (10 Menit)	
<p>Penguatan Pendidikan Karakter</p> <ul style="list-style-type: none"> ❖ Guru melakukan tegu sapa dengan peserta didik dan menanyakan kondisinya ❖ Guru meminta salah satu peserta didik untuk memimpin doa sebelum pembelajaran dimulai ❖ Guru memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Materi yang akan dipelajari oleh siswa adalah: kartu ucapan (<i>greeting card</i>) ❖ Guru memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung 	
KEGIATAN INTI (60 Menit)	
<p>Model pembelajaran : Problem Based Learning</p> <p>Pendekatan : Metode scientific</p> <p>Proyek: membuat kartu ucapan (<i>greeting card</i>) dengan kreatifitas dari masing-masing peserta didik</p>	<p>Mengamati (Literasi)</p> <ul style="list-style-type: none"> ❖ Guru melakukan <i>brainstorming</i> dengan peserta didik menggunakan <i>wordwall.net</i> melalui LCD. https://wordwall.net/resource/61675698/vocabulary-gc-cyc-2 https://wordwall.net/resource/57755198/vocabulary-...gc-cyc-2-2 ❖ Guru menampilkan contoh <i>greeting card</i> melalui LCD ❖ Peserta didik mengamati gambar <i>greeting card</i> yang ditayangkan di LCD ❖ Peserta didik membaca kalimat yang terdapat dalam <i>greeting card</i> dengan seksama <p>Menanya (Critical Thinking)</p> <ul style="list-style-type: none"> ❖ Peserta didik membaca teks <i>greeting card</i> yang ditayangkan di LCD sekali lagi dan mengajukan pertanyaan untuk memahami teks atau menanyakan kosa kata sulit dalam teks <i>greeting card</i> ❖ Guru mengajukan beberapa pertanyaan secara lisan mengenai teks <i>greeting card</i> tersebut. Contoh: <ul style="list-style-type: none"> • <i>What kind of greeting card is this?</i> • <i>Why did the sender write this card?</i> • <i>Who is the sender?</i> • <i>Whom is the card addressed to?</i> • <i>What is the card about?</i>

<p>dengan tetap memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks .</p>	<p>Mengumpulkan Informasi (Kegiatan Literasi & Collaboration)</p> <ul style="list-style-type: none"> ❖ Peserta didik mengamati beberapa teks <i>greeting card</i> dan informasi di dalamnya serta membaca rujukan dari berbagai sumber, termasuk buku teks.. ❖ Peserta didik diminta mengidentifikasi tujuan dari penulisan <i>greeting card</i>. ❖ Peserta didik diminta mengidentifikasi struktur penulisan teks khusus dalam bentuk <i>greeting card</i>. ❖ Peserta didik diminta mengidentifikasi ungkapan selamat dan harapan yang ditemukan pada <i>greeting card</i> tersebut
<p>Deskripsi: Kartu ucapan (<i>greeting card</i>)</p> <p>Alat, Bahan, dan Media:</p> <ul style="list-style-type: none"> • Buku • Referensi Digital 	<p>Menalar/Mengasosiasi (Kerjasama & Berpikir Kritis)</p> <ul style="list-style-type: none"> ❖ Guru menunjukkan beberapa soal latihan (<i>exercise</i>) tentang teks <i>greeting cards</i> menggunakan <i>wordwall.net</i> di LCD https://wordwall.net/id/resource/61538958/post-test-1 https://wordwall.net/resource/61671563/bahasa-inggris/greeting-card https://wordwall.net/id/resource/271009/greeting-card-task https://wordwall.net/id/resource/39292757/greeting-card https://wordwall.net/id/resource/6476295/chapter-5-greeting-card ❖ Peserta didik mengerjakan latihan soal di <i>wordwall.net</i> menggunakan <i>handphone</i> nya sesuai dengan yang sudah diinstruksikan oleh guru sebelumnya. ❖ Guru berkeliling membantu siswa yang masih bingung dalam pengoperasian <i>wordwall.net</i> di <i>handphone</i>. ❖ Guru mereview bersama dengan peserta didik latihan soal yang sudah dikerjakan. ❖ Secara berkelompok, peserta didik diminta membuat sebuah <i>greeting card</i> dengan topik yang berbeda antar kelompok. ❖ Selama diskusi, guru berkeliling membantu siswa yang kesulitan dan melakukan penilaian sikap.

<ul style="list-style-type: none"> • Alat Tulis • Sumber Internet • Modul 	<p>Mengomunikasikan (<i>Communication</i>) & Creativity (Kreativitas)</p> <ul style="list-style-type: none"> ❖ Peserta didik dengan kelompoknya bergantian mempresentasikan kartu ucapan (<i>greeting card</i>) yang sudah dibuat secara lisan di depan kelas. ❖ Peserta didik memperhatikan, memberikan <i>feedback</i>, atau menanyakan tentang berbagai pernyataan yang dibuat oleh teman-temannya ❖ Guru dan peserta didik lainnya bersama-sama mengecek hasil pekerjaannya dan melakukan penilaian
PENUTUP (10 Menit)	
<ul style="list-style-type: none"> ❖ Peserta didik melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. ❖ Guru memberikan penguatan dan kesimpulan tentang materi yang sudah dipelajari. ❖ Guru memberikan tugas kepada peserta didik (PR), dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya ❖ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. ❖ Guru meminta salah satu peserta didik untuk memimpin doa sebelum pulang. ❖ Guru memberi motivasi dan salam . 	


L. PENILAIAN PEMBELAJARAN

Penilaian sikap : Observasi selama pembelajaran berlangsung tentang kerjasama, disiplin, dan tanggung jawab.

Penilaian pengetahuan

- **Tes Tertulis** : Latihan soal (Exercise) tentang kartu ucapan (*greeting card*) menggunakan wordwall.net.
- **Proyek/PR** : Membuat teks kartu ucapan (*greeting card*) secara berkelompok dan individu.

Mengetahui
Guru Pendamping


Siti Rofiah, S. Ag., M. Pd.

Surakarta, 11 Oktober 2023

Peneliti


Shofawi Abdul Manan

MATERI PEMBELAJARAN

1. Vocabulary

- *Occasion* : kesempatan
- *Housewarming party* : syukuran rumah baru
- *Funeral ceremony* : upacara pemakaman
- *School valedictory* : perpisahan sekolah
- *Bless* : berkah
- *Sorrow* : kesedihan
- *Speedy recovery* : lekas sembuh
- *Struggle* : perjuangan
- *Deserve* : layak
- *Encourage*: mendorong
- *Prosperity* : kemakmuran
- *Grateful* : bersyukur
- *Difficult* : susah
- *Forward* : teruskan
- *Wealth* : kekayaan
- *Passing* : melewati
- *Mournful* : sangat sedih
- *Effort* : usaha
- *Scholar* : beasiswa
- *Gift* : hadiah

2. Understanding Greeting Cards

Greeting Cards or greeting cards are cards that contain illustrations to congratulate or sympathize with someone.

3. The purpose of Greeting Cards

- a. To wish someone happiness on his/her birthday or special days/occasion (Birthday Card)
- b. To congratulate someone on his/her achievement (Winning Competition, Get 1st rank, good carier, new job)

- c. To express our sympathy
- d. To motivate someone to gain a better achievement

4. Greeting Card Structure

- a. Receiver

To whom the card is addressed, usually the name of the recipient of the greeting card is listed.

- b. Body/ Contents

In this body section there are several contents, namely:

- Quote: A quote or wish of the sender related to a special event or day.
- Picture: An illustration of a picture related to a special event or day.
- Expression: Congratulations (congratulation expression) or sympathy (sympathy expression)

- c. Sender

Fill in the name of the sender of the greeting card.

5. Types of Greeting Cards

- a. Birthday Card
- b. Congratulation Card
- c. Graduation Card (Graduation celebration card)
- d. Getting Well Card
- e. Thanking Card
- f. Public/ National Holiday Card
- g. Baby Born Card
- h. Wedding Card

6. Language Features

- a. The following are exaple of expressions used in greeting card: (Berikut adalah contoh ungkapan-ungkapan yang digunakan dalam kartu ucapan)
- Congratulations on your newly born beautiful baby girl! (Selamat atas kelahiran bayi perempuan cantikmu!)
 - Happy Graduation! (Selamat atas kelulusanmu!)
 - Congratulation on your wedding! (Selamat atas pernikahanmu!)
 - Happy New Year! (Selamat tahun baru!)
 - Happy Lebaran Day! Happy IedulFitr! (Selamat Lebaran! Selamat Hari Raya Idul Fitri!)
 - May all your dreams come true! Best wishes for you. (Semoga semua cita-citamu menjadi kenyataan. Doa yang terbaik untukmu.)
- b. Personal Pronouns (Kata Ganti Personal)

Personal Pronoun Chart

Subjective	Objective	Possessive	Reflexive
I	Me	My, Mine	Myself
We	Us	Our, Ours	Ourselves
You	You	Your, Yours	Yourself
He	Him	His	Himself
She	Her	Her, Hers	Herself
They	Them	Their Theirs	Themselves



Examples

- ✓ The secretary notified **us** today.
- ✓ My uncle sent **you** an e-mail.
- ✓ For **her**, I would do anything.
- ✓ This is **your** table.
- ✓ This is **your** table. It is similar to **mine**.
- ✓ I wash the car **myself**.
- ✓ He completed his assignments **himself**.



Appendix 3: Instrument of Test and Answer Key**A. Blueprint****BLUEPRINT OF PRE-TEST**

No	Description	Aspect	Test item	Total
1	Students are asked to answer multiple-choice questions about nouns	The meaning of the word, the written form of the word	1, 2, 4, 13, 14	5
2	Students are asked to answer questions multiple-choice about pronouns	The grammatical behavior	3, 8, 10, 12	4
3.	Students are asked to answer questions multiple-choice about verb	The meaning of the word, the written form of the word	9	1
4.	Students are asked to answer questions multiple-choice about adjective	The meaning of the word, the written form of the word	5	1
5.	Students are asked to answer questions multiple-choice about expressions	The meaning of the word	7, 11	2
6.	Students are asked to answer questions multiple-choice about the correct order of sentences	The grammatical behavior	6, 15	2
7.	Students are asked to arrange random sentences into correct sentences	The grammatical behavior	16, 17, 18, 19, 20	5

8.	Students are asked to find words that match the instructions given	The meaning of the word, the written form of the word	21, 22, 23, 24, 25	5
				25

B. Question**PRE-TEST**

Nama :

Nomor Absen :

Kelas :

I. Choose the correct answer by crossing A, B, C, or D!

1. Translate this “kartu ucapan” into English
 - A. Greting card
 - B. Greeting cart
 - C. Greeting card
 - D. Greeting card
2. “My deepest condolence for your loss” What is the meaning of “condolence” in Indonesia?
 - A. bersuka cita
 - B. bela sungkawa
 - C. kesedihan
 - D. berduka cita
3. She has a new doll, doll is very big
 - A. his
 - B. her
 - C. its
 - D. him
4. What is the synonym of “happiness”?
 - A. Joy
 - B. Sorrow
 - C. Satisfaction
 - D. Luck
5. What is the antonym of “proud”?
 - A. dissappointed
 - B. disappointed
 - C. disapointed
 - D. dissapointed
6. Back – are – you – on – hope – feet – your

1 2 3 4 5 6

7

 The correct arrangement is
 - A. 5 – 1 – 7 – 6 – 2 – 3 – 4
 - B. 5 – 7 – 1 – 2 – 4 – 7 – 6
 - C. 5 – 3 – 2 – 1 – 4 – 7 – 6
 - D. 5 – 3 – 2 – 7 – 4 – 1 – 6
7. Rena :” Dad, look I ranked first in the final examination.”

Dad :” Wow, that’s great! Im so proud of you, Rena.”

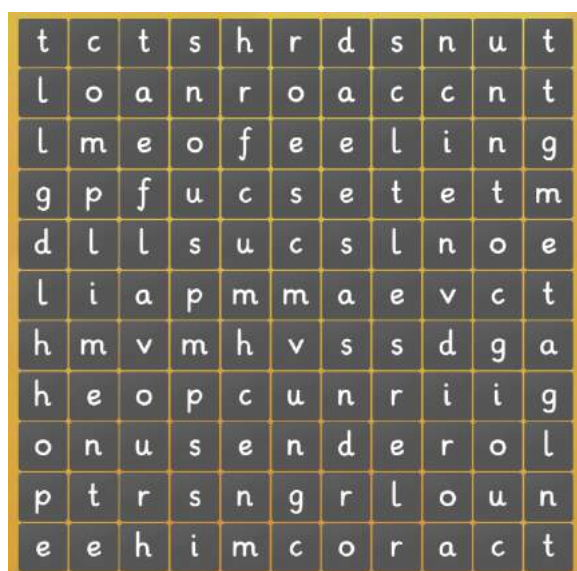
“I’m so proud of you, Rena” what expression does this sentence include?

- A. Compliment
B. Hate speech
C. Wish
D. Acknowledgement
8. Reny and are going to visit a new born baby this weekend.
A. Mine
B. Myself
C. Me
D. I
9. "We wish you the best always." The word "wish" has the same meaning with
A. Wash
B. Hope
C. Hoop
D. Hop
10. I'm so proud of , we can make it this far.
A. us
B. ours
C. them
D. their
- The following conversation is for question 11- 12**
Nina :” Congratulations on the birth of your baby! Hope she will be a nice girl in the future.”
Toni :”Thank you, Nina.”
11. "Hope she will be a nice girl in the future." what expression does this sentence include?
A. Hope
B. Compliment
C. Suggestion
D. Attention
12. "Hope she will be a nice" The word "she" is refers to
A. Toni
B. Family
C. Baby
D. Nina
13. "We are happy for the arrival of your new family member." What is the antonym of the word "arrival"?
A. Departure
B. Growth
C. Death
D. Birth
14. What is the synonym of "receiver"?
A. Recipe
B. Render
C. Sender
D. Recipient
15. Feeling – hear – sorry – unwell – you – to
1 2 3 4 5
6
The correct arrangement is
A. 1 – 5 – 4 – 3 – 6 – 2
B. 3 – 6 – 2 – 5 – 1 – 4
C. 3 – 6 – 2 – 5 – 4 – 1
D. 3 – 6 – 1 – 5 – 2 – 4

II. Rearrange the jumbled words into a good sentence!

16. Hard work – been – Your – paid off – has :
17. Thank – for – great – us – you – teacher – being – a – for :
18. Give – best – on – shot – your – it :
19. True – Wish – come - dreams – your :
20. Best – My – wishes – you – with – are :

III. Find out the words that match the clues given in these scrambled letters!



Clues :

21. Translate this “pengirim” into English.
22. Translate this “perasaan” into English.
23. Translate this “berharap” into English.
24. Translate this “pujian” into English.
25. Translate this “kesempatan” into English.

Answer :

- 21.
- 22.
- 23.
- 24.
- 25.


Key answer :

- I.**
- | | |
|-------|-------|
| 1. D | 11. B |
| 2. B | 12. C |
| 3. B | 13. A |
| 4. A | 14. D |
| 5. B | 15. B |
| 6. C | |
| 7. A | |
| 8. C | |
| 9. B | |
| 10. A | |

- II.**
1. Your hardwork has been paid off
 2. Thank you for being a great teacher for us
 3. Give your best shot on it
 4. Wish your dreams come true
 5. My best wishes are with you


- III.**
1. Sender
 2. Feeling
 3. Hope
 4. Compliment
 5. Occasion

Mengetahui
Guru Pendamping



Siti Rofi'ah, S. Ag., M. Pd.

Surakarta, 11 Oktober 2023
Peneliti



Shofawi Abdul Manan

Appendix 3: Instrument of Test and Answer Key**A. Blueprint****BLUEPRINT OF POST-TEST 1**

No	Description	Aspect	Test item	Total
1	Students are asked to answer multiple-choice questions about nouns	The meaning of the word, the written form of the word	1, 2, 3, 5, 7, 11, 15	7
2	Students are asked to answer questions multiple-choice about pronouns	The grammatical behavior	4, 8, 10,	3
4.	Students are asked to answer questions multiple-choice about adjectives	The meaning of the word, the written form of the word	13	1
5.	Students are asked to answer questions multiple-choice about greeting card information	The meaning of the word	6, 12	2
6.	Students are asked to answer questions multiple-choice about the correct order of sentences	The grammatical behavior	9, 14	2
7.	Students are asked to arrange random sentences into correct sentences	The grammatical behavior	16, 17, 18, 19, 20	5
8.	Students are asked to find words that match the instructions given	The meaning of the word, the written form of the word	21, 22, 23, 24, 25	5
				25

B. Question**POST-TEST 1**

Nama :

Nomor Absen:

Kelas :

II. Choose the correct answer by crossing A, B, C, or D!

1. "Sorry I can't come to your housewarming party." What is the meaning of "housewarming party" in Indonesia?
- Pesta rumah hangat
 - Syukur rumah baru
 - Pesta pindahan rumah
 - Pesta menghangatkan rumah

2. Translate this "upacara pemakaman" into English
- Funeral ceremony
 - Funneral ceremony
 - Coffin ceremony
 - Death ceremony

3. What is the antonym of "sorrow"?
- Sadness
 - Suffer
 - Effort
 - Joy

4. He has a new car, car is very expensive
- his
 - its
 - him
 - her

5. What is the synonym of "occasion"?
- Opportunity
 - Meeting
 - Moment
 - Causation

The following text is for question 6 - 7

Dear Adinda,
Wish you many happy returns of the day.
May God bless you with health, wealth,
and prosperity in your life.
HAPPY BIRTHDAY
Love,
Meita

6. What is the purpose of this text?
- To celebrate someone's birthday
 - To congratulate someone on her success
 - To give warm wishes on someone's birthday
 - To announce someone's birthday
7. The word "prosperity" has same meaning with
- Poverty
 - Success
 - Prospect

D. Sorrow

8. nation will be better when we have a good, honest president.
- A. Ours
B. Your
C. Us
D. Our
9. Generous – appreciated – greatly – gift
– is – your
- 1 2 3 4
5 6
- The correct arrangement is
- A. 6 – 1 – 4 – 3 – 5 – 2
B. 6 – 4 – 5 – 3 – 2 – 1
C. 6 – 1 – 4 – 5 – 3 – 2
D. 1 – 4 – 5 – 3 – 2 – 6
10. I'm so proud of, they are so kind with me.
- A. them
B. their
C. us
D. theirs

The following text is for question 11-13

Happy Parent Day!

From a small girl till I grew up. From knowing nothing till I become smart. From dependent till I'm independent. When I'm good and bad, you are always there for me. You never leave me alone. I'm so grateful!

Thank you, Mom and Dad!

11. Who sent the card?
- A. Mother
B. A son
C. Father
D. A daughter

12. From the text we can conclude that
- A. the sender never does wrong
B. parent always love their children
C. the sender is a dependent person
D. parents educate their children independently
13. "I'm so grateful!" The word "grateful" has the same meaning with
- A. Tankful
B. Thankfull
C. Thankful
D. Thanksful
14. Wishing – recovery – you – a – speedy
- 1 2 3 4 5
- The correct arrangement is
- A. 1 – 4 – 5 – 2 – 3
B. 3 – 5 – 1 – 4 – 2
C. 1 – 3 – 2 – 4 – 5
D. 1 – 3 – 4 – 5 – 2
15. "Not once did I ever doubt you'd make it."
What is the synonym of "doubt"?
- A. Heritage
B. Think
C. Hecitate
D. Hesitate

II. Rearrange the jumbled words into a good sentence!

16. Difficult – Thinking – you – of – this – in – time :
17. Anniversary – Wishing – best – the – you – on – your :
18. We – sorrow – sharing – are – your :
19. God – May – with - you – bless – happiness :
20. Passing – Congratulations – your – exam – on – music:

III. Find out the words that match the clues given in these scrambled letters!

i	w	e	a	l	t	h	u	r	c
d	s	a	f	a	c	r	o	s	s
b	i	d	n	o	g	t	f	o	p
p	l	f	r	h	r	w	s	s	s
a	u	e	f	c	g	w	e	u	l
s	t	a	s	i	i	l	a	f	l
s	g	i	r	s	c	t	o	r	s
i	y	c	g	t	i	u	y	r	d
n	r	u	f	p	u	n	l	s	y
g	p	p	u	f	y	o	g	t	i

Clues :

21. Translate this “kekayaan” into English.
22. Translate this “memberkati” into English.
23. Translate this “susah” into English.
24. Translate this “melewati” into English.
25. Translate this “teruskan” into English.

Answer :

- 21.
- 22.
- 23.
- 24.
- 25.


Key answer :

- I.**
- | | |
|-------|-------|
| 1. B | 11. D |
| 2. A | 12. B |
| 3. D | 13. C |
| 4. A | 14. D |
| 5. A | 15. D |
| 6. C | |
| 7. B | |
| 8. D | |
| 9. C | |
| 10. A | |

- II.**
1. Thinking of you in this difficult time
 2. Wishing you the best on your anniversary
 3. We are sharing your sorrow
 4. May God bless you with happiness
 5. Congratulations on passing your music exam


- III.**
1. Wealth
 2. Blessing
 3. Difficult
 4. Passing
 5. Forward

Mengetahui
Guru Pendamping


Siti Rofi'ah, S. Ag., M. Pd.

Surakarta, 11 Oktober 2023

Peneliti


Shofawi Abdul Manan

Appendix 3: Instrument of Test and Answer Key**A. Blueprint****BLUEPRINT OF POST-TEST 1**

No	Description	Aspect	Test item	Total
1	Students are asked to answer multiple-choice questions about nouns	The meaning of the word, the written form of the word	1, 2, 3, 5, 7, 11, 15	7
2	Students are asked to answer questions multiple-choice about pronouns	The grammatical behavior	4, 8, 10,	3
4.	Students are asked to answer questions multiple-choice about adjectives	The meaning of the word, the written form of the word	13	1
5.	Students are asked to answer questions multiple-choice about greeting card information		6, 12	2
6.	Students are asked to answer questions multiple-choice about the correct order of sentences	The grammatical behavior	9, 14	2
7.	Students are asked to arrange random sentences into correct sentences	The grammatical behavior	16, 17, 18, 19, 20	5
8.	Students are asked to find words that match the instructions given	The meaning of the word, the written form of the word	21, 22, 23, 24, 25	5
				25

B. Question**POST-TEST 2**

Nama :

Nomor Absen:

Kelas :

I. Choose the correct answer by crossing A, B, C, or D!

1. When we defeat them in final round, that championship will be

- A. Theirs
- B. Us
- C. Ours
- D. Yours

2. What is the antonym of “encourage”?

- A. discourage
- B. discourage
- C. incourage
- D. uncourage

3. Translate this “perpisahan sekolah” into English

- A. School valedictory
- B. School ceremony
- C. Scholarship
- D. Scholar

4. “I wish your life is full of joy.” What is the synonym of “joy”?

- A. Sorrow
- B. Happiness
- C. Satisfaction
- D. Luck

5. “The old man was very generous.”

What is the meaning of “generous” in Indonesia?

- A. Dermawan
- B. Kikir
- C. Bijak
- D. Keras kepala

6. Deserve – to – you – winner – the – be

1 2 3 4 5 6

The correct arrangement is

- A. 3 – 1 – 6 – 2 – 5 – 4
- B. 3 – 6 – 5 – 4 – 2 – 1
- C. 3 – 1 – 2 – 5 – 6 – 4
- D. 3 – 1 – 2 – 6 – 5 – 4

The following text is for question 7 - 9

CONGRATULATION!

Congratulation on your success in winning the table tennis competition this year, Aldo. It was a tough competition. We are so proud of you. We knew you would make it. We wish you the best always.

Your classmate (X-C)

7. What does student VIII C say to pray for his friend?

- A. We are so proud of you
- B. We wish you the best always

- C. Winning the badminton competition this year
D. It was a tough competition
8. "We wish you the best always." The word "we" refers to?
A. X - C
B. The badminton team
C. Aldo
D. Teacher
9. "We are so proud of you." The word "proud" has the same meaning with
A. Glade
B. Glat
C. Glad
D. Pride
10. I'm so proud of , he is so kind with me.
A. him
B. hers
C. her
D. theirs
- C. celebrate the Uncle Anggil's success
D. announce people to give praise to Uncle Anggil
12. The sender of the card is Anggil's
A. sister
B. niece
C. son
D. daughter
13. "..... as The Best Washington City Journalist Prize 2012." What is the similar meaning of "Prize"?
A. Reward
B. Punish
C. Achievement
D. Honor
14. "Your sorrow will be turned to joy" What is the synonym of "sorrow"?
A. Sadnes
B. Sadless
C. Sadnesh
D. Sadness

The following text is for question 11-13

To : Uncle Anggil

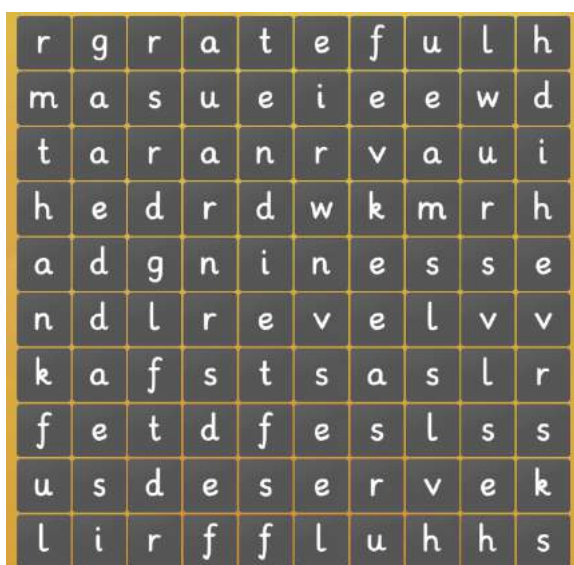
Congratulations on your success as The Best Washington City Journalist Prize 2018. This will support you to write more articles.

11. The text is written in order to
A. inform people about the best journalist
B. congratulate Uncle Anggil on her success
15. Successful – hope – always – are – you – do – I
1 2 3 4
5 6 7
The correct arrangement is
A. 7 – 6 – 3 – 2 – 5 – 4 – 1
B. 7 – 6 – 2 – 5 – 1 – 4 – 3
C. 7 – 6 – 2 – 5 – 4 – 3 – 1
D. 2 – 5 – 4 – 3 – 1 – 6 – 7

II. Rearrange the jumbled words into a good sentence!

1. Unwell – Sorry – hear – you – to – feeling :
2. Great – for – Thank – teacher – you – us – being – a – for :
3. Winning – Congratulations – on – speech – your – contest :
4. Hoping – recovery – for - speed – your :
5. Wishes – are – My – best – you – with :

III. Find out the words that match the clues given in these scrambled letters!



Clues :

21. Translate this “bersyukur” into English.
22. Translate this “kedatangan” into English.
23. Translate this “kesedihan” into English.
24. Translate this “layak” into English.
25. Translate this “sakit” into English.

Answer :

- 21.
- 22.
- 23.
- 24.
- 25.


Key answer :

- I.**
- | | |
|-------|-------|
| 1. C | 11. B |
| 2. B | 12. B |
| 3. A | 13. A |
| 4. B | 14. D |
| 5. A | 15. C |
| 6. D | |
| 7. B | |
| 8. A | |
| 9. C | |
| 10. A | |


- II.**
1. Sorry to hear you feeling unwell.
 2. Thank you for being a great teacher for us.
 3. Congratulations on your winning speech contest
 4. Hoping for your speed recovery
 5. My best wishes are with you

- III.**
1. Grateful
 2. Arrival
 3. Sadness
 4. Deserve
 5. Unwell

Mengetahui
Guru Pendamping


Siti Rofiqah, S. Ag., M. Pd.

Surakarta, 11 Oktober 2023
Peneliti


Shofawi Abdul Manan

Appendix 4: Students score**The Result of Students' Vocabulary Competency in Pre-Test**

No	Name	L/P	Score
1.	Afuzacharyan Claseefaiq Balakosa	L	72
2.	Aimunnajah Amarany Nur Izzaty	P	72
3.	Anita Tabina Maritza	P	84*
4.	Avara Felisha Putri	P	72
5.	Azalia Nuri Sava	P	72
6.	Aziz Romadhon	L	32
7.	Azzam Fadhlurrahman	L	36
8.	Fahrizal Hannafi Rais	L	64
9.	Gathfan Fathurraihan Wibowo	L	56
10.	Hafidh Khoirul Azzam	L	56
11.	Hafidz Faruq Hidayatullah	L	76*
12.	Jasmin Rameesha Reza	P	64
13.	Kafka Nafisa Setiawan	P	80*
14.	Kallysta Jauzaa Hayaputri	P	80*
15.	Kayasmin Fatma Umayya	P	64
16.	Keisha Aurelia Elvina	P	64
17.	Khaira Pradana Kusnadi	L	48
18.	Kirana Anindya K	P	76*
19.	Maulana Sultan Kudus	L	48
20.	Miftakhul Falah Yusuf Nur Rochman	L	64
21.	Muhammad Hafidz An-Nur Fananay	L	40
22.	Muhammad Naufal Alfarisi	L	52
23.	Nuruk Inayah Mudhiah	P	76*
24.	Raikhanah Faiha Rifdah	P	36
25.	Sefia Ramadani Anindia Putri	P	56
26.	Shaffa Zivana Aminadine Al Haqq	P	56

27.	Shofie Adilla Laksita Puri	P	52
28.	Zalfa Aulia Salsabila	P	44
	Total Score		1692
	Mean		60,43

*Students who passed the KKM

Appendix 4: Students score**The Result of Students' Vocabulary Competency in Post-Test 1**

No	Name	L/P	Score
1.	Afuzacharyan Claseefaiq Balakosa	L	80*
2.	Aimunnajah Amarany Nur Izzaty	P	72
3.	Anita Tabina Maritza	P	84*
4.	Avara Felisha Putri	P	76*
5.	Azalia Nuri Sava	P	76*
6.	Aziz Romadhon	L	56
7.	Azzam Fadhlurrahman	L	56
8.	Fahrizal Hannafi Rais	L	72
9.	Gathfan Fathurraihan Wibowo	L	64
10.	Hafidh Khoirul Azzam	L	68
11.	Hafidz Faruq Hidayatullah	L	80*
12.	Jasmin Rameesha Reza	P	76*
13.	Kafka Nafisa Setiawan	P	80*
14.	Kallysta Jauzaa Hayaputri	P	80*
15.	Kayasmin Fatma Umayya	P	72
16.	Keisha Aurelia Elvina	P	68
17.	Khaira Pradana Kusnadi	L	56
18.	Kirana Anindya K	P	80*
19.	Maulana Sultan Kudus	L	56
20.	Miftakhul Falah Yusuf Nur Rochman	L	72
21.	Muhammad Hafidz An-Nur Fananay	L	56
22.	Muhammad Naufal Alfarisi	L	60
23.	Nuruk Inayah Mudhiah	P	80*
24.	Raikhanah Faiha Rifdah	P	68
25.	Sefia Ramadani Anindia Putri	P	72

26.	Shaffa Zivana Aminadine Al Haqq	P	72
27.	Shofie Adilla Laksita Puri	P	68
28.	Zalfa Aulia Salsabila	P	60
	Total Score		1960
	Mean		70

*Students who passed the KKM

Appendix 4: Students score**The Result of Students' Vocabulary Competency in Post-Test 2**

No	Name	L/P	Score
1.	Afuzacharyan Claseefaiq Balakosa	L	88*
2.	Aimunnajah Amarany Nur Izzaty	P	88*
3.	Anita Tabina Maritza	P	92*
4.	Avara Felisha Putri	P	80*
5.	Azalia Nuri Sava	P	80*
6.	Aziz Romadhon	L	72
7.	Azzam Fadhlurrahman	L	72
8.	Fahrizal Hannafi Rais	L	76*
9.	Gathfan Fathurraihan Wibowo	L	84*
10.	Hafidh Khoirul Azzam	L	80*
11.	Hafidz Faruq Hidayatullah	L	84*
12.	Jasmin Rameesha Reza	P	84*
13.	Kafka Nafisa Setiawan	P	88*
14.	Kallysta Jauzaa Hayaputri	P	92*
15.	Kayasmin Fatma Umayya	P	80*
16.	Keisha Aurelia Elvina	P	84*
17.	Khaira Pradana Kusnadi	L	72
18.	Kirana Anindya K	P	84*
19.	Maulana Sultan Kudus	L	72
20.	Miftakhul Falah Yusuf Nur Rochman	L	76*
21.	Muhammad Hafidz An-Nur Fananay	L	76*
22.	Muhammad Naufal Alfarisi	L	84*
23.	Nuruk Inayah Mudhiah	P	92*
24.	Raikhanah Faiha Rifdah	P	80*
25.	Sefia Ramadani Anindia Putri	P	84*

26.	Shaffa Zivana Aminadine Al Haqq	P	84*
27.	Shofie Adilla Laksita Puri	P	76*
28.	Zalfa Aulia Salsabila	P	76*
	Total Score		2280
	Mean		81,43

*Students who passed the KKM

Appendix 5: Sample of students worksheet

72

PRE-TEST

Nama : Avara Felisha pueri
 Nomor Absen : 4
 Kelas : BAB

I. Choose the correct answer by crossing A, B, C, or D!

- Translate this "kartu ucapan" into English
 A. Greting card
 B. Greeting cart
 C. Greeting card
~~D. Greeting card~~
- "My deepest condolence for your loss" What is the meaning of "condolence" in Indonesia?
 A. bersuka cita
 B. bela sungkawa
 C. kesedihan
~~D. berduka cita~~
- She has a new doll, doll is very big.
 A. his
 B. her
~~C. its~~
 D. him
- What is the synonym of "happiness"?
~~A. Joy~~
 B. Sorrow
 C. Satisfaction
 D. Luck
- What is the antonym of "proud"?
 A. dissappointed
~~B. disappointed~~
- Back - are - you - on - hope - feet - your
 1 2 3 4 5 6
 7
 The correct arrangement is
 A. 5-1-7-6-2-3-4
 B. 5-7-1-2-4-7-6
~~C. 5-3-2-1-4-7-6~~
 D. 5-3-2-7-4-1-6
- Rena : "Dad, look I ranked first in the final examination."
 Dad : "Wow, that's great! Im so proud of you, Rena."
 "I'm so proud of you, Rena" what expression does this sentence include?
~~A. Compliment~~
 B. Hate speech
 C. Wish
 D. Acknowledgement
- Reny and are going to visit a new born baby this weekend.
 A. Mine
 B. Myself
~~C. Me~~
~~D. I~~

Appendix 5: Sample of students worksheet

76

76

POST-TEST 1

Nama : jasmin R.A

Nomor Absen : 12

Kelas : 7A3

I. Choose the correct answer by crossing A, B, C, or D!

1. "Sorry I can't come to your housewarming party."
What is the meaning of "housewarming party" in Indonesia?
A. Pesta rumah hangat
 B. Syukuran rumah baru
C. Pesta pindahan rumah
D. Pesta menghangatkan rumah

2. Translate this "upacara pemakaman" into English
 A. Funeral ceremony
B. Funneral ceremony
C. Coffin ceremony
D. Death ceremony

3. What is the antonym of "sorrow"?
A. Sadness
 B. Suffer
C. Effort
D. Joy

4. He has a new car, car is very expensive
 A. his
B. its
C. him
D. her

5. What is the synonym of "occasion"?
 A. Opportunity

- B. Meeting
C. Moment
D. Causation

The following text is for question 6 - 7

Dear Adinda,
Wish you many happy returns of the day.
May God bless you with health, wealth,
and prosperity in your life.
HAPPY BIRTHDAY
Love,
Meita

6. What is the purpose of this text?
 A. To celebrate someone's birthday
B. To congratulate someone on her success
 C. To give warm wishes on someone's birthday
D. To announce someone's birthday
7. The word "prosperity" has same meaning with
A. Poverty
B. Success
 C. Prospect
D. Sorrow
8. nation will be better when we have a good, honest president.
 A. Ours
B. Your
C. Us

Appendix 5: Sample of students worksheet

12

92

POST-TEST 2

Nama : Anita Tabino Maritza
 Nomor Absen : 03
 Kelas : VIII-A3

I. Choose the correct answer by crossing A, B, C, or D!

- When we defeat them in final round, that championship will be
 A. Theirs
 B. Us
 C. Ours
 D. Yours
- What is the antonym of "encourage"?
 A. ~~discourage~~
 B. discourage
 C. incourage
 D. uncourage
- Translate this "perpisahan sekolah" into English
 A. School valedictory
 B. School ceremony
 C. Scholarship
 D. Scholar
- "I wish your life is full of joy." What is the synonym of "joy"?
 A. Sorrow
 B. Happiness
 C. Satisfaction
 D. Luck
- "The old man was very generous." What is the meaning of "generous" in Indonesia?
 A. Dermawan
- B. Kikir
 C. Bijak
 D. Keras kepala
- Deserve - to - you - winner - the - be
 1 2 3 4 5 6
 The correct arrangement is
 A. 3 - 1 - 6 - 2 - 5 - 4
 B. 3 - 6 - 5 - 4 - 2 - 1
 C. 3 - 1 - 2 - 5 - 6 - 4
 D. 3 - 1 - 2 - 6 - 5 - 4

The following text is for question 7 - 9

CONGRATULATION!
 Congratulation on your success in winning the table tennis competition this year, Aldo. It was a tough competition. We are so proud of you. We knew you would make it. We wish you the best always.
 Your classmate (X-C)

- What does student VIII C say to pray for his friend?
 A. We are so proud of you
 B. We wish you the best always
 C. Winning the badminton competition this year
 D. It was a tough competition
- "We wish you the best always." The word "we" refers to?
 X - C

Appendix 6: Photographs of Students' Activity



The Students worked on LKPD 1 and LKPD 2



The Students worked made a greeting card

Appendix 7: Certificate of Conducting Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SURAKARTA
MADRASAH TSANAWIYAH NEGERI (MTsN) 2 SURAKARTA
Alamat : Jalan Transito Suronalan Pajang Laweyan Surakarta 57146 Telp. (0271) 719671
Fax. (0271) 743438 E-mail: mtsnsurakartaai@yahoo.co.id website: mtsn-ska2.sch.id

SURAT KETERANGAN

Nomor : 530/MTs.11.31.02/PP.00.5/10/2023

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Negeri (MTsN) 2 Surakarta :

Nama : H. Syammuji, S.Pd., M.Pd
N I P : 19680607 199903 1 002
Pangkat / Golongan : Pembina Tk. I (IV/b)
J a b a t a n : Kepala Madrasah
I n s t a n s i : MTsN 2 Surakarta

menerangkan dengan sesungguhnya, bahwa :

Nama : Shofawi Abdul Mannan
N I M : 196121170
Jenjang Pendidikan : S1 (Strata 1)
Semester : 9 (Sembilan)
Program Studi : Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri Raden Mas Said Surakarta

Nama tersebut benar-benar telah melaksanakan Penelitian pada tanggal 11 – 25 Oktober 2023 di MTs Negeri 2 Surakarta dengan judul *“Enhancing Students’ Vocabulary Mastery Using Wordwall.net (A Classroom Action Research at the Eight Grade of MTsN 2 Surakarta in Academic Year 2023/2024)”*.

Demikian untuk menjadikan maklum dan dipergunakan sebagaimana mestinya.

Surakarta, 27 Oktober 2023
Kepala Madrasah



H. Syammuji, S.Pd., M.Pd
NIP. 19680607 199903 1 002